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ABSTRACT

This unit on China is one of four resource units for an eleventh grade area studies course. The unit contains an introduction, a section on Chinese history, and one on Chinese foreign relations. Each section is preceded by a list of objectives, as to generalizations, skills, and attitudes. The double-page format relates objectives to pertinent content, teaching procedures, and instructional materials. Different policies followed by communists in China and in the Soviet Union are compared. The United States' policies toward China are examined in the light of the split between these two communist powers. A teachers' guide for the entire course is SO 006 320. (Author/KSM)

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Grade Eleven
Unit: China

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RESOURCE UNIT

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1968

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OBJECTIVES FOR SECTION ON INTRODUCTION

GENERALIZATIONS

1. Individuals know a foreign culture as a set of images and pictures created for them by communicators; they react to these images rather than to the real world and real people.
2. Whether or not a country's size provides more advantages or disadvantages depends upon the problems inhabitants face at a particular time, upon their goals, and upon their level of technology.
3. There are many sources or bases of national power in dealing with other countries.
   a. Military capacity is an important factor in the development of national power but not the only one or even the dominant one.
   b. Industrial capacity is an important component of national power.
   c. Differences in population and resources may be reflected in differences in national power.
4. The world is a community of interdependent countries. (Important happenings in one part of the world affect other parts.)
5. Any decision is, in part, a product of the internalized values, the perceptions, and the experiences of the persons making the decision.

SKILLS

1. Attacks problems in a rationa
   a. Sets up hypotheses.
   b. Sets up ways of testing hy
   c. Considers the relevance of
   science disciplines, and u
   questions asked and the an
   used in the relevant disci
   analyze the problem.
   d. Considers possible hypothe
   ternative courses of actio
2. Gathers information effective
   a. Interprets cartoons.
3. Uses effective geographic ski
   a. Compares areas with known
4. Evaluates sources of informat
   a. Detects inconsistencies.
5. Organizes and analyzes infor
   conclusions.

OBJECTIVES FOR SECTION ON INTRODUCTION

RALIZATIONS

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king the decision.

SKILLS

1. Attacks problems in a rational manner.
   - a. Sets up hypotheses.
   - b. Sets up ways of testing hypotheses.
   - c. Considers the relevance of each of the social science disciplines, and uses the type of questions asked and the analytical concepts used in the relevant disciplines to help him analyze the problem.
   - d. Considers possible hypotheses and/or alternative courses of action.
2. Gathers information effectively.
   - a. Interprets cartoons.
3. Uses effective geographic skills.
   - a. Compares areas with known areas.
4. Evaluates sources of information.
   - a. Detects inconsistencies.
5. Organizes and analyzes information and draws conclusions.

a. Applies previously-learned concepts and generalizations to new data.

ATTITUDES

1. Is curious about social data and wishes to read and study further in the social sciences.

2. Feels a sense of responsibility for keeping informed about current problems.

OBJECTIVES

A. IS CURIOUS ABOUT SOCIAL DATA.

S. Interprets cartoons.

A. IS CURIOUS ABOUT SOCIAL DATA.

S. Detects inconsistencies.

S. Applies previously-learned concepts and generalizations to new data.

G. Individuals know a foreign culture as a set of images and pictures created for them by communicators; they react to these images rather than to the real world and real people.

S. Compares areas with known areas.

S. Applies previously-learned concepts and generalizations.

G. There are many sources or bases of national power in dealing with other countries.

OUTLINE OF CONTENT

I. What Red China does affects the life of e

A. China is larger than the United States
is smaller than the U.S.S.R., it has t
population of any country in the world
extends further north and south than d
States.

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OUTLINE OF CONTENT

I. What Red China does affects the life of every American.

A. China is larger than the United States; although it is smaller than the U.S.S.R., it has the largest population of any country in the world. It also extends further north and south than does the United States.

TEACHING PROCEDURES	MATERIALS
1. Prepare a bulletin board showing the importance of Red China in world affairs.	
2. Project some of the cartoons found in Isaacs' *Images of Asia* and have pupils identify views (implicit and explicit) which are indicated by the cartoons. Have them compare their list with samples of statements under the different classifications arrived at by Isaacs on the basis of his interview study of American leaders. Have each pupil check the views with which he agrees. Afterwards discuss: How consistent are these different views? How might each of the views affect people's attitudes toward foreign policy decisions in our relations with China?	Isaacs, *Images o*
3. Have pupils examine wall map of the world. Ask: How does Red China compare in size with the U. S.? With Western Europe? with the Soviet Union? Have pupils check their initital impressions by having a student trace these three areas on pieces of acetate from an equal-area map of the world. He should prepare a map overlay for projection with the overhead projector. (In the interests of time, the teacher could prepare such an overlay, could use one prepared by a student in another class, or could project a map showing	Wall map of worl Equal-area map o Wheeler, et *Geog. of th* Winfield, (

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G. Difference in ... resources ... may be reflected in differences in national power.

G. Whether or not a country's size provides more advantages or disadvantages depends upon the problems inhabitants face at a particular time, upon their goals, and upon their level of technology.

S. Applies previously-learned concepts and generalizations.

S. Applies previously-learned concepts and generalizations.

S. Sets up hypotheses.

G. There are many sources or bases of national power in dealing with other countries.

G. Differences in population ... may be reflected in differences in national power.

these three areas transposed upon one another from a geography textbook.)

Or instead a pupil might prepare a graph comparing the area of China with that of the U. S., Western Europe, and the U.S.S.R. Ask: Why might China's size help make it an important world power? Would it necessarily do so?

Almanac.

4. Have pupils note the northernmost points in China and the U. S. and the southernmost points in China and in the U. S. Ask: What difference do you think it makes that China extends both further north and further south than the U. S.?

Wall map of worl

5. Have a pupil make a graph to compare the total population of China, the U. S., the U.S.S.R., and India. (Or use the graph prepared for the unit on the Soviet Union.) Quote estimates on how fast the Chinese population is growing. (e.g., It is estimated that if China continues to grow at its present rate, in one decade it will add to its population a number equal to the total population of the U. S. at the present time.) Remind pupils that they discussed the possible advantages and disadvantages of a large population when studying the U.S.S.R. Discuss: What problems is this growth rate likely to make for China? for the world as a whole? Does the U. S. need to be concerned about a country just because it has such a large population? Why or why not?

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e U. S. need to be concerned about a country
has such a large population? Why or why

G. Any decision is, in part, a product of the internalized values, the perceptions, and the experiences of the persons making the decision.

S. Sets up ways of testing hypotheses.

G. There are many sources or bases of power in dealing with other countries.

G. Military capacity is an important factor in the development of national power but not the only only one or even the dominant one.

B. The Communists have greatly increas
strength and have exploded atomic
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B. The Communists have greatly increased Chinese military strength and have exploded atomic bombs. Even though they do not have a large supply of atomic bombs and probably will take a few years to build a delivery system which will threaten the U. S., their success in exploding bombs gives them additional leverage over Asian countries. It also arouses concern about the

6. Read aloud a quotation about the way in which the Chinese used sheer numbers of soldiers to try to overpower Americans and South Koreans during the Korean War. Again discuss advantages and disadvantages of a large population for military purposes. Perhaps quote Karol on Mao Tse-tung's views about the importance of manpower in case of war.

Karol, China, The
p. 35.

7. Have pupils read various comments by Chinese leaders which imply that China could withstand an atomic war better than some other countries since its population is so large. Discuss: Do you agree or disagree with this conclusion? Why? Suppose that this conclusion is not correct? Would it matter at all then if the Chinese leaders believe it were true? Why or why not? Can you think of any reason why Chinese leaders might make such a statement even if they did not believe it to be true?

   Do not analyze the possible ability of China to withstand nuclear attack in any detail at this time, since such analysis requires some study of land use, industrial patterns, and population patterns. Rather, tell the class that it will return to such an analysis later in the unit after it has found out more about China's geography. At this time, however, list possible factors which should be studied in order to analyze the validity of such statements.

"Selected Reading

8. Read aloud a quotation or have pupils read articles or statements about measures taken by the Communists to improve China's military strength.

   Show the class pictures of young people being trained and even children marching.

Lewis, Communist
Change (pam
Swisher, China (
Use Readers' Gui
recent arti
For pictures, s
Ribound, Th
pp. 72-73.

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Karol, China, The Other Communism, p. 35.

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"Selected Readings on China."

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Lewis, Communist China: Crisis, and Change (pamphlet), pp. 36-38.
Swisher, China (pamphlet), p. 90.
Use Readers' Guide to locate more recent articles.
For pictures, see:
Ribound, Three Banners of China, pp. 72-73.

future, since Chinese Communists take
militant attitude toward war and show
of the atomic bomb than do Soviet Comm

G. There are many sources or bases of power in dealing with other countries.

G. Industrial capacity is an important component of national power.

S. Sets up hypotheses.

C. China's economic growth during the 19
that in the U. S. and India and even t
during its early plans. Its growth ha
but still offers a challenge because o
propaganda effect in underdeveloped co

future, since Chinese Communists take a much more militant attitude toward war and show much less fear of the atomic bomb than do Soviet Communist leaders.

C. China's economic growth during the 1950's surpassed that in the U. S. and India and even the Soviet Union during its early plans. Its growth has slowed down but still offers a challenge because of its possible propaganda effect in underdeveloped countries.

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lealing with other

apacity is an important
national power.

theses.

Swisher, China (p
Karol, The Other
p. 314.

9. Tell pupils about the explosion of the first Chinese atomic bomb. Then have pupils read differing interpretations of what this explosion meant for the U. S. Have pupils also read MacNamera's later statement which revised the early U. S. position. Discuss: How important do you think this achievement was for U. S. security now and in the future? Why do you think many observers thought it dangerous to have China explode a small bomb when the Soviet Union already had many nuclear bombs with far-superior means of delivering them to targets in the U. S.? (Discuss in terms of what pupils have learned about Soviet-Chinese relationships and differences in attitude toward war.)

"Selected Reading

Have a pupil investigate and report on nuclear developments since the first explosion.

10. Project a graph comparing economic growth in China during the 1950's with economic growth in U.S.S.R., in India and U. S. during this same period. Discuss: Do we need to worry about the rate of economic growth in China? Why or why not? Tell the class that China has not published figures on economic output and growth since the late 1950's. Why might this be so?

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Swisher, China (pamphlet), pp. 68, 91.
Karol, The Other Communism,
p. 314.

"Selected Readings on China."

G. The world is a community of interdependent countries. (Important happenings in one part of the world affect other parts.)

S. Considers possible hypotheses and/or alternative courses of action.

A. IS CURIOUS ABOUT SOCIAL DATA AND WISHES TO READ AND STUDY FURTHER IN THE SOCIAL SCIENCES.

S. Detects inconsistencies.

D. The U. S. and Red China have a numbe
policy differences which threaten pe
citizens need to consider all aspect
life before choosing among policy al

a community of inter-
untries. (Important
n one part of the world
parts.)

D. The U. S. and Red China have a number of serious policy differences which threaten peace. U. S. citizens need to consider all aspects of Chinese life before choosing among policy alternatives.

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BOUT SOCIAL DATA
O READ AND STUDY
HE SOCIAL SCIENCES.

nsistencies.

11. Remind pupils of what they have learned already about the conflict between China and the U.S.S.R. Point out that they will study this conflict in more detail during this unit. They should try to decide whether or not they wish to change their minds about how the U. S. government might best act, given this controversy.

12. Have pupils read recent newspaper and magazine articles about important internal affairs in China or about Chinese policy conflicts with the U. S. or other countries. Discuss these articles in terms of their possible implications for the U. S.

13. After identifying some of the chief issues between China and the U. S., have pupils try to identify possible courses of action which might be taken on these issues and possible consequences of each course of action. Suggest that they try to keep these alternatives in mind and add others as they study the unit. They will come back to them at the end of the unit.

14. Give pupils the 1967 Foreign Policy Association opinion poll on possible policies to follow in our dealings with China. Have them check the supporting statements from the list provided with the poll. After the class has compiled the results of the poll in class, discuss the extent of agreement or disagreement among class members. Then ask: How consistent were members of this class in selecting supporting statements for each policy? For which policy were they least consistent? most consistent? Why might this be so?

Great Decisions, 1

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Great Decisions, 1967.

S. Considers the relevance of each of the social science disciplines, and uses the types of questions asked and the analytical concepts used in the relevant disciplines to help him analyze the problem.

A. IS CURIOUS ABOUT SOCIAL DATA AND WISHES TO READ AND STUDY FURTHER IN THE SOCIAL SCIENCES.

A. FEELS A SENSE OF RESPONSIBILITY FOR KEEPING INFORMED ABOUT CURRENT PROBLEMS.

A. IS CURIOUS ABOUT SOCIAL DATA AND WISHES TO READ AND STUDY FURTHER IN THE SOCIAL SCIENCES.

15. Go over the list of questions which pupils raised about China at the end of the unit on the Soviet Union. Do they wish to add any questions for study? (The teacher may wish to suggest some too.) Discuss: What kinds of help should we be able to get from the different social science disciplines?

    Use questions or some kind of pupil unit to present an overview of the unit. The pupil unit should include pupils' questions, possible individual and small-group activities, and an annotated bibliography. Let pupils suggest other activities, and then indicate their choices on a sheet of paper. Make assignments the next day. (Perhaps have pupils select activities for only Parts II and III now. They could select others at the beginning of Part IV.)

16. Have volunteers begin to collect news items about other affairs in China. Some might focus upon political affairs, some on economic affairs, and some on changes in the social system. They should be prepared to add to the class discussion at appropriate points in the unit.

17. Arrange a browsing period, with books about China displayed on tables and bookcases. Let pupils look for books they think they might like and begin reading them. Then if they find they would prefer a different book, they can return the book and look for another instead.

S. Sets up hypotheses by applying previously-learned concepts and generalizations.

S. Tests hypotheses against data.

G. Rivers flow from higher elevations to lower elevations.

G. A river which moves rapidly carries with it much sediment and frequently cuts deep valleys; it tends to cut relatively straight paths rather than meandering patterns.

G. A river which moves slowly across a plain drops gravel and sand that has moved from higher areas; it also tends to twist and turn back on itself in many loops--to develop the ox-bow river pattern.

G. Temperature is affected by the distance from the equator, the distance from warm water bodies, air pressure systems, prevailing winds, and physical features which block winds.

G. Places in the interior of continents tend to have greater extremes of temperature than places along the coast.

G. Rainfall is affected by the distance from bodies of water, air pressure systems, wind directions, temperature and physical features which block winds carrying moisture.

II. Man uses his physical environment in term
values, perceptions, and level of technol

A. Geographical limitations restrict Chin
productive land to the eastern one-thi
under present technological levels.

1. The highest part of China is in its

2. The principal components of China's

a. A vast land mass.

1) Winter: The rapid and prolon
through radiation brings abou
of an intense and persistent
atmosphere in the regions of
and Eastern Siberia.

2) Summer: When the direct rays
cross the equator and reach
heat absorption exceeds radia
brings about exceptionally lo
interior western China. Inr
time air masses bring moistu
of eastern China.

3) China's dry winter season is
than the summer rainy season
stronger monsoon system evid

b. The West-Pacific Ocean Location

1) The Southwest Pacific waters
China's moisture.

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affected by the dis-
odies of water, air
tems, wind directions,
and physical features
winds carrying moisture.

II. Man uses his physical environment in terms of his cultural values, perceptions, and level of technology.

A. Geographical limitations restrict China's potentially productive land to the eastern one-third of her area, under present technological levels.

1. The highest part of China is in its center.

2. The principal components of China's climate include:

a. A vast land mass.

1) Winter: The rapid and prolonged heat loss through radiation brings about the development of an intense and persistent high pressure atmosphere in the regions of Outer Mongolia and Eastern Siberia.

2) Summer: When the direct rays of the sun cross the equator and reach further north, heat absorption exceeds radiation. Rising air brings about exceptionally low pressures in interior western China. Inrushing warm, maritime air masses bring moisture to large areas of eastern China.

3) China's dry winter season is considerably longer than the summer rainy season, in contrast to the stronger monsoon system evident in India.

b. The West-Pacific Ocean Location.

1) The Southwest Pacific waters supply most of China's moisture.

1. Give each student a copy of an outline map of China, showing only the rivers of China, no other physical features and no political features. Have each pupil work alone or have each two pupils work in groups to prepare a list of all of the things they think they can tell about China by looking at this map. (They might develop a key and draw on lines to show where they think China's mountains are located, where lowlands are, etc.) Give the class about ten or fifteen minutes to hypothesize in this fashion.

See map in Shaba
Map, p. 10.

Now project a transparency of the same map and hold a general class discussion. Ask: What were you able to predict about China by using this map? Have a class secretary write the hypotheses on the chalkboard as they are listed. Another secretary should keep a list on a sheet of notebook paper. Encourage pupils to set up a variety of hypotheses. (As they make their predictions, have them explain their reasons.) At this point accept all hypotheses, without any negative comments or reactions and without any expressions of approval, except for presenting an interesting suggestion. Have pupils hypothesize about such things as:

a. Where are the mountains and mountain divides?

b. Where are the lowlands and plains?

c. What kind of temperatures would you expect to find in the different parts of China?

d. What kind of precipitation pattern would you expect to find in different parts of China?

As necessary in order to stimulate more ideas, point to certain rivers such as those which start close together but flow in different directions or those which rise close to the ocean but flow away from the ocean or those which tend to take on a braided effect with many loops, etc. (probably indicating that rivers are flowing through an alluvial plain), or those (in the west) which seem to stop abruptly, rather than flowing into some other body of water (perhaps indicating something about the climate), etc.

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See map in Shabad, *China's Changing Map*, p. 10.

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2) In winter, low-pressure centers in the North Pacific and northern Australia reinforce the outward movement of the Mongolian cold waves.

3) Clockwise winds crowd north Pacific high pressure region. During the summer, they send moisture-laden air into China from the Southwest Pacific and the South China Sea.

c. A wide latitudinal range.

1) Northernmost China is cold to cool for most of the year.

2) Southernmost China has tropical or subtropical weather conditions.

d. Four mountain blocks are significant to China.

1) Himalaya and Tibetan High Plateau (Himalaya blocks enterence of much moisture to N. W. China from the South.)

2) The Tahsuch Shas.
(The Great Snowy mountains, bordering the eastern Tibetan Plateau,, creates a barrier to Pacific moisture further west.)

3) The Ch'in Ling system (Center mountain block).
a) Protects south from Mongolian cold waves.

b) Forms a climatic barrier between north and south China (Rain shadow effect).

4) South-east hill and mountain complex.
(Area receives much orographic rainfall. This region is the wettest in mainland China.

After pupils have set up a number of hypotheses, have them check relief maps and maps of temperature and precipitation to test their hypotheses. Preferably, give them individual maps for each two students. After a short time, hold a brief discussion in which pupils go over their list of hypotheses, deciding which ones to accept, reject, or modify.

For a good relie
The Pattern
p. 158. Or
of China by

Be sure that pupils identify on their maps the high and low pressure systems in summer and winter. Ask: How do these pressure systems affect China's weather in summer? in winter? Have a pupil volunteer at this time to investigate monsoons and their effect upon China. (He should not report until pupils have completed activity #3.)

See Shabad, Chin
p. 14, for
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ypotheses. Preferably, give them individual
wo students. After a short time, hold a
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s affect China's weather in summer? in winter?
lunteer at this time to investigate monsoons
ct upon China. (He should not report until
pleted activity #3.)

For a good relief map, see Ginsberg, The Pattern of Asia, 1958, ed., p. 158. Or Map of Physiography of China by A. K. Lobeck.

See Shabad, China's Changing Map, p. 14, for a good short explanation of monsoon effects.

S. Sets up hypotheses.

S. Sets up hypotheses by applying previously-learned generalizations.

S. Tests hypotheses against data.

G. Soil in a particular region is affected by the type of basic rock in the region; the climate; the vegetation; erosion; wind; glaciers; and rivers which move soil; as well as by how man treats the soil.

G. Nature changes the character of the earth through biotic and physical processes.

G. Vegetation is affected by temperature, rainfall, and soil.

3. China has an infinite complexity o

   a. China's soils can be divided in
      southern groups.

      1) North China's soils tend to
         veloped under grassland and
         These soils tend to be rich
         nutrients.

      2) The soils in South China te
         They developed under abundan
         forest vegetation. They te
         and poor in humus.

      3) The most important soil of N
         Calcatrous alluvium develope
         plain of the North China low

      4) The alluvial soils of South
         and non-calcateous.

   b. Wet rice cultivation has develo
      soils which are ideal for rice

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earned generalizations.

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rticular region is
the type of basic rock
n; the climate; the
rosion; wind; glaciers;
hich move soil; as
ow man treats the soil.

es the character of the
h biotic and physical

s affected by temperature,
d soil.

3. China has an infinite complexity of soils.

   a. China's soils can be divided into northern and southern groups.

      1) North China's soils tend to be podocals, developed under grassland and limited rainfall. These soils tend to be rich in lime and plant nutrients.

      2) The soils in South China tend to be pedalfers. They developed under abundant rainfall and forest vegetation. They tend to be leached and poor in humus.

      3) The most important soil of North China is the Calcatrous alluvium developed on the flood plain of the North China lowland.

      4) The alluvial soils of South China are leached and non-calcateous.

   b. Wet rice cultivation has developed rich paddy soils which are ideal for rice cultivation.

2. Discuss: What effect is the topography of China likely to have upon the use of rivers for navigation? (Have pupils set up hypotheses for checking later.)

3. Have pupils work in couples to set up hypotheses about vegetation zones and soil patterns in China. Hold a brief class discussion in which pupils present their reasons for their hypotheses and develop a class list of hypotheses.

   Now have pupils check vegetation and soils maps. They should decide whether or not to reject, accept, or modify the hypotheses on their list. They should also discuss possible factors which might explain discrepancies between their hypotheses about soils and the actual map of soil patterns. (Be sure to review here, as necessary, what pupils learned about types of soils in their study of the U.S.S.R.) Ask for a volunteer to check the class' guesses about other possible factors affecting soils. He should not make his report until after the class has done activity #5.

4. Now have the volunteer report on monsoons in China.

S. Draws inferences from a comparison of different map patterns of the same area.

S. Sets up hypotheses by applying previously-learned concepts and generalizations.

G. Population is distributed unevenly over the earth's surface; many of the land areas are unevenly populated.

G. A number of factors--climate, surface features, natural resources, accessability and history--affect settlement patterns.

G. Moist areas tend to have a higher population density than dry areas. However, population distribution reflects man's values and his technology as well as physical features of an area.

G. Differing crops need differing amounts of rainfall and differing temperatures and number of frost-free days in order to grow; they need water and dryness at different times during their period of growth.

B. There is an intense population pressu

1. About 75% of China's population is
cultural activities. 90% of China
lives in farm villages and small m

2. Only from 1/4 to 1/3 of China is h
enough, and possessed of good enou
gentle enough slopes to be conside
agriculture under present technolo
This creates an intense population
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ainfall and differing
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n order to grow; they
and dryness at different
g their period of growth.

B. There is an intense population pressure upon the land.

1. About 75% of China's population is engaged in agricultural activities. 90% of China's population lives in farm villages and small market towns.

2. Only from 1/4 to 1/3 of China is humid enough, warm enough, and possessed of good enough soils and gentle enough slopes to be considered of value to agriculture under present technolcgical levels. This creates an intense population pressure on agricultural land.

5. Now have pupils work individually or in couples to set up hypotheses about population distribution and agricultural land use. Perhaps have each decide where he would try to farm if he had his option. (He might place an X on the map to indicate this choice. And he should also indicate what kind of farming he would do.)

Again have pupils look at the map transparency, and hold a brief class session in which pupils develop a class list of hypotheses to be tested.

Now have pupils check population density maps to test their hypotheses about population and land use maps to check their hypotheses about agriculture. Hold a brief, general discussion, in which pupils accept, reject, or modify their hypotheses.

Land use map
p. 173.)
map (Cre
Million,

Now have a pupil report on factors other than climate and vegetation which affect soils and upon the fertility of the loess soils.

ils work individually or in couples to set up hy-
ut population distribution and agricultural land
s have each decide where he would try to farm if
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Land use map of China. (Ginsburg, p. 173.) Or land usability map (Cressey, _Land of 500 Million_, p. 102; pp. 122-123.)

G. Soil in a particular region is affected by the type of basic rock in the region, the climate, the vegetation, erosion, wind, glaciers, and rivers which move soil, as well as by how man treats the soil.

G. Nature changes the character of the earth through biotic and physical processes.

G. Man uses his physical environment in terms of his cultural values, perceptions, and level of technology.

G. Climate may set up limitations upon man's activities given a specific level of technology, but man has learned to overcome many of the earlier limitations.

G. Types of agriculture in a region depend upon man's cultural values, perceptions, and technology as well as upon climate, soils, and topogragphy.

6. Have each pupil decide whether or not he wishes to keep his farm where he originally marked it or whether, in the light of his new knowledge, he would move it or raise something else. On the backs of their maps they should indicate why they are moving it if they choose to do so. If class members had originally chosen farm sites in areas which are not used as widely by the Chinese or if they chose to raise farm crops not raised in this section by the Chinese, discuss the following questions: (a) Why do you think your choice of the best farmland seems to disagree with that of the Chinese? Because of the physical features? because of farming techniques? because of crops desired?,etc. (Many pupils are likely to chose to farm in the drier, more level lands where they can raise wheat and use farm machinery. Or they may chose to raise primarily other foodstuffs rather than rice in the wet areas of Southeastern China. In the discussion, try to help pupils understand the use of the environment in terms of cultural values, perceptions, and level of technology. If pupils begin to use statements which imply geographic determinism--e.g. The Chinese grow certain crops in certain places because of the physical features of the area--you might have them identify areas in the U.S. of somewhat similar physical features (climate and relief) and have them check to find out whether or not American farmers grow similar crops there.)

G. Population distribution reflects man's values and his technology as well as physical features of an area.

G. Given cultural assumptions in which a large proportion of the population is engaged in intensive agriculture, the population distribution will be related to the distribution of usable land.

G. A country with a large population and a limited amount of fertile land will have extremely high population densities on the fertile land.

G. Overpopulation represents a lack of balance between available income and population. The concept is relative and is defined by the value patterns and expectations of a particular culture. The starvation of a large proportion of the society amounts to absolute overpopulation.

3. The North China Plain has a popula
1200 per square mile; while the Ya
a population as high as 3,600 per
Most people consider China overpop
its present level of development.

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ıcal features of an area.

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The concept is relative
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of the society amounts
overpopulation.

3. The North China Plain has a population of 800 to 1200 per square mile; while the Yangtze Delta has a population as high as 3,600 per square mile. Most people consider China overpopulated, given its present level of development.

7. Have the students compare land use and soil maps with a population distribution map of China. Ask: What would cause the similarity between the soil map, particularly the alluvial and loess soils, and population distribution? What would this population distribution tend to show about the progress of industriulization in China? Give the class figures on the proportion of the population working on farms.

Cressey, *Asia's Lan*
p. 43. *Goode's*
Cressey, *Land Of Th*
p. 849.

Show land use and population maps of U.S. Have students note the correlation of population and land use is less. Ask why. Ask students to note and speculate about similarities in correlations between population and mountains and deserts in both countries.

Land use and popula

8. Have pupils check a population density map of China once more. Ask: How high are population densities in the rich agricultural areas of China? Have a pupil check population densities for places like New York City, rural areas of New York, his own rural or urban area and his state as a whole.

9. Discuss: At what point does a country become overpopulated? Is Western Europe overpopulated? the United States? China? Try to get pupils to arrive at a generalization about overpopulation. Be sure that they understand that overpopulation is relative but that it does have absolute limits. (e.g. Overpopulated if people are starving.)

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ution map of China. Ask: What would cause
between the soil map, particularly the alluvial
s, and population distribution? What would this
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Cressey, Asia's Lands And Peoples,
p. 43. Goode's Atlas.
Cressey, Land Of The 500 Million,
p. 849.

Land use and population maps of U.S.

G. An increase in population occurs when the birth rate plus immigration is greater than the death rate plus emigration.

S. Draws inferences from charts.

G. Changes in the birth and death rates and in the ratio between sexes can have important effects upon a society.

G. A country in which the proportion of the population in the age group from 18 to 30 increases, is likely to show an increasing rate of population growth, other factors remaining the same.

4. China's rate of population increas
more difficult to raise living lev
factors will affect the future gro

   a. Estimates place China's present
   at over 650 million. Given an
   2%, by 2000 A.D., China's popul
   over 1.5 billion or one-half of
   present population.

   b. The rate of population increas
   constant if the birth and dea
   ulation remain the same and
   immigration or emigration.

      1) The Chinese birth rate has
      constant while the death rat
      drop.

      1930's -- birth rate 40/1000
      annual rate of inc

      1960's -- birth rate 37/1000
      annual rate of inc

      Traditionally China's infant
      been high. Only 60% of the
      reached 10 years of age. Ho
      knowledge is particularly ef
      infant mortality.

      2) China now has a young popula
      18 years of age. The expand
      ulation will cause a rise in
      a rapid rise in population.

4. China's rate of population increase makes it much more difficult to raise living levels; a number of factors will affect the future growth rate.

   a. Estimates place China's present population total at over 650 million. Given an annual increase of 2%, by 2000 A.D., China's population will be well over 1.5 billion or one-half of the world's present population.

   b. The rate of population increase will remain constant if the birth and death rates of a population remain the same and there is not immigration or emigration.

      1) The Chinese birth rate has tended to remain constant while the death rate has tended to drop.

         1930's -- birth rate 40/1000 death rate 30/1000
         annual rate of increase -- 10/1000

         1960's -- birth rate 37/1000 death rate 17/1000
         annual rate of increase -- 20/1000

         Traditionally China's infant mortality rate has been high. Only 60% of the children have reached 10 years of age. However, medical knowledge is particularly effective in reducing infant mortality.

      2) China now has a young population: 41% are under 18 years of age. The expanding young population will cause a rise in total births, and a rapid rise in population.

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United Nations Demog

10. Have class figure out present rate of population increase in China. One student should look up statistics. At present rate of increase, what will China's population be in 1970? in 1980? in 2000?

11. Ask: What factors would we have to study to try to decide whether or not China's rate of population increase is likely to slow down?

Have a class member construct male and female population pyramids for 1930, 1953, 1960 in China. This student should explain the concept of the population pyramid to the class and point out trends. (e.g. lower infant mortality, rise in population of young adults, rise in birth rate.)

The class should attempt to project the trend and construct probable population pyramids for 1976. Discuss: If this trend continues, what will be the probable result for China's people?

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2000?

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ues, what will be the probable result for China's

United Nations Demographic Yearbook.

3) Males are in a majority in Chir
an estimated ratio of 107:100 t

G. Industrialization and scientific developments which accompany it, usually brings on eventual drop in the birth rate; however, the death rate usually drops first, resulting in an initial increase in the rate of population growth.

c. Traditionally, industrialization h
an increase in population growth b
a decline.

S. Considers alternative courses of action.

C. Given China's physical geography, it
difficult for its rate of increase i
duction to keep up with the increase

G. In an agricultural economy the rate of food production must increase as rapidly as the population if a given level of living is to be maintained.

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duction must increase as
he population if a given
ving is to be maintained.

3) Males are in a majority in China's population, an estimated ratio of 107:100 to 124:100.

c. Traditionally, industrialization has brought about an increase in population growth before there is a decline.

C. Given China's physical geography, it will be very difficult for its rate of increase in food production to keep up with the increase in population.

Winfield, China, T
People, pp. 3

12. One student should present a report on the traditional model of population reaction to industrialization. (Reduction in infant mortality, reduction in death rate, expanded young adult population, rise in total births, rapid increase in population, rise in standards of living, cultural change, drop in birth rate.) Ask: At what stage in this cycle is present-day China?

    Discuss: If this model is accurate, and China is in the first stage of this model, at what rate will food production have to rise to maintain constant levels of living for China's population? What might happen to interfere with the working out of this model in China? (e.g. decline in birth rate as result of birth control before drastic decline in death rate; migration, etc.) If the model does work out in practice, what implications would you see for Chinese foreign policy?

13. Discuss: Given China's rate of population increase and its present population pressure on the land, what do you think China's leaders might do to try to relieve the problem and raise living levels? (Ask for possible courses of action related to agricultural policies, industrialization, etc.)

    Now suggest that the class needs to examine the potential for some of the suggestions. Therefore the class will now study such questions as: What is the potential for increasing agricultural production? for industrialization?

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eaction to industrialization. (Reduction in
y, reduction in death rate, expanded young
on, rise in total births, rapid increase in
se in standards of living, cultural change,
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Winfield, China, The Land And The People, pp. 334-359.

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production? for industrialization?

G. The topography of a region may present limitations given a specific level of technology.

G. Climate may set up limits upon man's activities given a specific level of technology, but man has learned to overcome many of the earlier limitations.

S. Considers alternative courses of action.

G. Types of agriculture in a region depend upon man's cultural values, perceptions, and technology as well as upon climate, soils, and topography.

1. Only 1/4 to 1/3 of China's land is
agricultural purposes, given the pr
of technology and science.
    a. 60% of China's land surface is o
    elevation.
    b. Much of the land under that alti
    slopes.
    c. Much of the soil in South China
    while much of the North is very

2. China's landscape has reflected the
drive of her people.
    a. In the past the surface of arabl
    fragmented into tiny fields whic
    population pressure on the distr
    among sons upon the death of the
    boundary strips for these fields
    as was the custom of local ceme

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1. Only 1/4 to 1/3 of China's land is usuable for agricultural purposes, given the present levels of technology and science.

   a. 60% of China's land surface is over 6,500 feet elevation.

   b. Much of the land under that altitude is in steep slopes.

   c. Much of the soil in South China is badly leached, while much of the North is very arid.

2. China's landscape has reflected the agricultural drive of her people.

   a. In the past the surface of arable land has been fragmented into tiny fields which reflect the population pressure on the distribution of land among sons upon the death of the father. The boundary strips for these fields were wasteful, as was the custom of local cemetary plots.

14. Ask: From what you have learned about China's physical geography, how much of China's land do you think is now usable for agriculture? Now project a pie chart to show the amount of land over 6,500 feet elevation. Ask: Why wouldn't this land be useful for farming? Project a pie chart to show the estimated proportion of China's land which is useful for farming at the present time.

Make pie graphs show
of land in Chin
in elevation an
the proportion
which is suitab
at the present

15. Ask: What might scientists and technicians do to try to increase the area which can be farmed? How might they try to increase food production in China? Let pupils make suggestions. (They are likely to suggest such things as expanding areas of production by irrigation projects, the development of new kinds of seeds, etc. They are also likely to suggest that agricultural experts might work to increase productivity per acre in present farming areas.)

If pupils suggest that productivity per acre might be increased, tell the class that it will need to study in somewhat more detail some of the present farming techniques, land use, and level of productivity. (Put off the study of irrigation projects and other types of scientific developments until later.)

16. Have a student present a report on wet rice culture. He should point out the factors involved: irrigation, terracing, retaining walls, multiple cropping, intercropping, transplantation, and intensive fertilization.

Winfield, China, p
Ginsburg, Pattern

at you have learned about China's physical
w much of China's land do you think is now
riculture? Now project a pie chart to show
land over 6,500 feet elevation. Ask: Why
land be useful for farming? Project
o show the estimated proportion of China's
useful for farming at the present time.

Make pie graphs showing the proportion of land in China over 6,500 feet in elevation and an estimate of the proportion of land in China which is suitable for farming at the present time.

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lls, multiple cropping, intercropping, trans-
and intensive fertilization.

Winfield, China, pp. 46-62.
Ginsburg, Pattern of Asia, pp. 92-96.

S. Sets up hypotheses.

G. Man uses his physical environment in terms of his cultural values, perceptions, and level of technology.

S. Tests hypotheses against data.

b. Little land is used for anima

1) Hill slopes are used to g
goats and sheep.

2) Pigs and fowl, which util
also raised.

c. Lack of farm implements redu
which it is possible for one

1) In North China, using dry
cultivates 12 acres, even
be available.

2) In South China, using wet
tivates 3 acres or less.

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his physical environ-
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erceptions, and level
logy.

otheses against data.

b. Little land is used for animal husbandry.

   1) Hill slopes are used to graze plow animals, goats and sheep.

   2) Pigs and fowl, which utilize waste products, are also raised.

c. Lack of farm implements reduces the amount of land which it is possible for one man to cultivate.

   1) In North China, using dry farming, one man cultivates 12 acres, even though more land may be available.

   2) In South China, using wet farming, one man cultivates 3 acres or less.

Discuss: Given a large family-centered population and wet rice cultivation, how would you lay out farms in a given area? Draw a map on the chalkboard or ditto maps for students showing a river and surrounding farmland. Ask the students to draw in the fields of paddies, homes, etc., in an ideal manner. (Encourage them to think of various possible patterns as well as their ideal patterns. What do they see as the advantages and disadvantages of each?)

Map on chalkboard or d

Now have pupils compare their hypothetical maps with the photograph of land use shown in Ginsburg. If there are differences, as there will be, ask for reasons, which should prove to be basically cultural. (e.g. village rather than isolated farmsteads, small land holdings, etc.)

Photo in Ginsburg, Pat
p. 169.

Ask students to consider Chinese wet rice culture and land use pattern. Where would livestock be pastured? What kind of livestock would probably be raised? What types of farm implements would be used? In this type of agricultural situation, how much land do you think one man could cultivate? Why? Have one or more pupils check geography books on China to test these hypotheses.

Geography books on Ch

en a large family-centered population and wet ion, how would you lay out farms in a given area? the chalkboard or ditto maps for students er and surrounding farmland. Ask the students e fields of paddies, homes, etc., in an ideal ourage them to think of various possible patterns eir ideal patterns. What do they see as the d disadvantages of each?)

Map on chalkboard or dittoed maps.

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Photo in Ginsburg, Pattern of Asia, p. 169.

to consider Chinese wet rice culture and land use ere would livestock be pastured? What kind of live- probably be raised? What types of farm implements d? In this type of agricultural situation, how you think one man could cultivate? Why? Have one ls check geography books on China to test these

Geography books on China.

d. In North China, mechanization mi
It is questionable whether mecha
used in wet rice culture in Sout

S. Compares areas.

e. In China, the amount of cultivat
is estimated at 0.43 acres.

G. Man uses his physical environment in terms of his cultural values, perceptions, and level of technology.

G. Both man and nature change the character of the earth.

S. Man changes the character of the earth. (Irrigation makes it possible to grow crops on land which otherwise would be too dry.)

G. Man changes the character of the earth. (Terracing makes it possible to grow crops on areas which otherwise would be too steep.)

3. Given China's intensive agriculture
man hour is low. As compared to th
for example, we find this compariso
per acre:

	China
Cotton	5¼
Corn and Maize	14
Winter wheat	23

4. Given China's situation, her farmi
near an optimum.

a. China's soil fertility has been
long and continued use of organ

b. A significant proportion of Chin
69% of rice land is irrig
15% of wheat land is irri

areas.

his physical environment
of his cultural values,
ions, and level of tech-

n and nature change the
er of the earth.

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ges the character of
th. (Terracing makes it
to grow crops on areas
therwise would be too

d. In North China, mechanization might increase yield. It is questionable whether mechanization could be used in wet rice culture in South China.

e. In China, the amount of cultivated land per person is estimated at 0.43 acres.

3. Given China's intensive agriculture, productivity per man hour is low. As compared to the United States, for example, we find this comparison on man-hour input per acre:

	China	U.S.
Cotton	5¼	1
Corn and Maize	14	1
Winter wheat	23	1

4. Given China's situation, her farming methods may be near an optimum.

   a. China's soil fertility has been maintained through long and continued use of organic fertilizer.

   b. A significant proportion of China's land is irrigated.

      69% of rice land is irrigated.
      15% of wheat land is irrigated.

17. Show maps and pictures of land use in North China and Manchuria. Have pupils note the difference in land use patterns, agricultural methods, and crops raised. Ask: Given the use of hand tools only, how much land do you think one man could cultivate? In which areas (North or South) would advanced farming technology (machinery) be more useful? Again, have a pupil check geography textbooks on China to test the class' hypotheses.

See map, Cressey, A
Peoples, p. 19

18. Put population figures (650 million people) and figures on amount of land in cultivation (300 million acres--1956) on board. Ask students to figure out the amount of cultivated land per person. At the beginning of this activity, have a student look up comparable statistics for U.S. Put these on the board and have pupils compare the figures. (U.S. acreage will be about 4 or 5 times as much.) Also compare the average amount of cultivated land in China to some familiar area such as a proportion of a football field.

19. Put a chart on chalkboard comparing productivity per man hour in China and in U.S. Have the class summarize some of the reasons for the difference.

    Show pictures of peasants working the fields to help pupils understand the intensive farming methods used. Also show pictures of terraced hills and irrigation techniques used to illustrate the way in which farmers have put forth tremendous physical effort in order to make as effective use of the little land they have available as possible.

    Have several pupils use geography textbooks on China to find out the answers to the following questions: How many crops do farmers in the wetter parts of southern China raise? How is this possible? How many crops (of wet rice and other grains) are raised in the drier areas of the rice-raising region? How do farmers try to make the greatest use possible of their land for several types of crops in the northern areas of China where the growing season is short?

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crops raised. Ask: Given the use of hand tools only,
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th) would advanced farming technology (machinery) be
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lass' hypotheses.

See map, Cressey, Asia's Lands and Peoples, p. 191.

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areas of China where the growing season is short?

c. Irrigation tends to replenish t
addition of silt.

d. A significant proportion of Chi
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e. The Chinese farmer uses multipl
possible.

  1) In Southern China three padd

  2) In drier areas one paddy exc
  by 1 or 2 dry crops.

  3) In Northern China, where th
  short, interplanting of crop

f. While productivity per man hou
Chinese farmer produces a high
the same as in the U.S.

G. Man uses his physical environment in terms of his cultural values, perceptions, and level of technology.

g. While there is some livestock
China and Manchuria, food yiel
low. Grain is used for human
than animal feed, and natural
particularly in the winter.

  1) While much of China's land
  natural grass of South Chin
  content and is poor livesto
  grass of northwest China is
  able.

  2) Animal production might be
  duction of a different type
  more suitable for grazing.

his physical environ-
erms of his cultural
erceptions, and level
logy.

c. Irrigation tends to replenish the soil through the addition of silt.

d. A significant proportion of China's land is terraced. This terracing retards erosion.

e. The Chinese farmer uses multiple cropping where possible.

  1) In Southern China three paddy crops are raised.
  2) In drier areas one paddy crop is raised, followed by 1 or 2 dry crops.
  3) In Northern China, where the growing season is short, interplanting of crops is practiced.

f. While productivity per man hour in China is low, the Chinese farmer produces a high yield per acre, about the same as in the U.S.

g. While there is some livestock production in North China and Manchuria, food yields per animal are low. Grain is used for human consumption rather than animal feed, and natural feed is scarce, particularly in the winter.

  1) While much of China's land is under grass, the natural grass of South China is high in silica content and is poor livestock feed, while the grass of northwest China is short and undependable.
  2) Animal production might be increased by the introduction of a different type of grass which is more suitable for grazing.

Project or put on the chalkboard a chart which compares productivity per acre for some of the same crops. Ask: How can you explain the difference between the two charts? Review some of the means used to get high productivity per acre.

20. Have a pupil give a report on the reasons for low livestock production in China. Then discuss: Is the low production due to the physical geography of the country? to cultural developments? or to both?

    3) The Chinese culture has traditionally rejected the use of dairy products.

- h. While fish is a popular and valuable source of protein, the Chinese fishing industry is only partially developed.
    1) It is estimated that the Chinese coastal waters could produce 10 million metric tons of fish per year. In 1955 the Chinese catch was 2.4 million metric tons.

    2) To optimize the catch, the Chinese must modernize and expand their fishing fleet.

    3) In South China, particularly near lakes, pond-culture of fish is extensive.

    4) While demand for fish is extensive throughout China, refrigerated transport is limited. Because of the lack of refrigerated transportation facilities, most fish are consumed locally.

5. Because of the high population pressure, the few cash crops, and the lack of transportation, most food is consumed locally.

    a. The Chinese farmer must cultivate and adjust his diet to crops that yield maximum calories upon a minimum land area--primarily.

        1) Cereals--85% to 90% of Chinese diet.

21. Have a pupil give a report on the fish industry in China. Afterwards, discuss reasons why more fish are not caught and eaten in China.

22. Ask: What kind of food do you think the average Chinese peasant would eat? Why? Would the peasant in North China have the same diet as the peasant in South China? Why or why not? What factors would we have to consider before we can answer these questions? (Discuss both kinds of crops raised in different parts of China and the transportation system.)

Transportation ma
of _500 Milli_
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portation system.)

Transportation maps in Cressey, *Land of 500 Million People*, p. 157 (railways) p. 87 (navigable waterways) pp. 352-353 (accessibility by land, by sea).

Chang-Tu Hu, *China*, p. 52 (railroads and airlines).

Shabad, *China's Changing Map*, pp. 84-85 (transportation lines of China).

2) Starchy tubers (sweet pota
of Chinese diet.

3) Pigs and Fowl--animals tha

G. The topography of a region may present limitations given a specific level of technology.

G. Man uses his physical environment in terms of his cultural values, perceptions, and level of technology.

G. Climate may set up limitations upon man's activities given a specific level of technology, but man has learned to overcome many of the earlier limitations.

G. Both man and nature change the character of the earth.

6. Almost every part of China that
level is subject to floods. Not
floods have been recorded in the

a. Most floods in China are due
or the breaking of dikes. Ma
North flow between dikes high
of the countryside. Flood wa
often extend to the horizon a
many months.

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ay set up limitations
s activities given a
level of technology,
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of the earlier limi-

and nature change the
of the earth.

2) Starchy tubers (sweet potatoes, etc.) 5% to 10% of Chinese diet.

3) Pigs and Fowl--animals that use water for food.

6. Almost every part of China that is approximately level is subject to floods. Not less than 1,621 floods have been recorded in the last 2,000 years.

   a. Most floods in China are due to excessive runoff or the breaking of dikes. Many rivers in the North flow between dikes higher than the level of the countryside. Flood waters in this area often extend to the horizon and may persist for many months.

Project several transportation maps of China. Ask: If a food shortage occurs in one area, is it possible to get food to that area in time to be of help if food is available elsewhere?

23. Have a pupil report on Hersey's A Single Pebble. He should describe: (1) the difficulties of taking a boat up the river through the rapids, (2) the ways developed by the Chinese to overcome the rapids, (3) the ways in which the American engineer thought the difficulties could be overcome by different technology. Be sure to indicate the period in which the story is set. Ask pupils to return to hypotheses set up in activity #2 and check them against this data. Show picture of similar ways of taking some boats up the river in very recent years, under the Communist regime.

Hersey, A Single Pe

Fessler, et. al., C

Then discuss: If a famine took place in the upper region of this river, how easy could it have been under this kind of technology to get food there from elsewhere? How might it be done today?

24. Now point out that pupils have been talking about typical diets. Ask: What kinds of catastrophe might have brought famine to China--or at least greatly reduced diets? (Bring out the possibilities of drought and floods.)

See map of flooded
Land of the 50

Fessler, et. al., C

Have a pupil give a report on "Floods in Chinese History." Discuss: To what degree are these floods man-made? Why have they been more likely to lead to famine than have serious floods in the U.S.? (Bring out such factors as already-low levels of production, poor transportation, etc.)

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G. Climate may set up limitations upon man's activities given a specific level of technology, but man has learned to overcome many of the earlier limitations.

G. Man uses his physical environment in terms of his cultural values, perceptions, and level of technology.

G. Man uses his physical environment in terms of his cultural values, perceptions, and level of technology.

S. Considers alternative courses of action.

S. Sets up hypotheses.

b. Floods destroy growing crops; del
may prevent the next planting.

c. Floods are very destructive of li
people were killed by drowning or
the 1888 flood.

d. In 1954 floods innundated no less
square miles along the central Ya
Hwai rivers.

7. Famines may result from severe drou
from floods.

8. Various proposals have been made an
out in an attempt to increase food
China.

a. While it is difficult to find mo
some possibilities may be open.

1) Because of the demands of hig
acre, some marginal land has

b. Floods destroy growing crops; delayed drainage may prevent the next planting.

c. Floods are very destructive of life. Two million people were killed by drowning or starvation in the 1888 flood.

d. In 1954 floods innundated no less than 41,665 square miles along the central Yangtze and lower Hwai rivers.

7. Famines may result from severe drought as well as from floods.

8. Various proposals have been made and even carried out in an attempt to increase food production in China.

   a. While it is difficult to find more useable land, some possibilities may be open.

      1) Because of the demands of high production per acre, some marginal land has been neglected.

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set up limitations
activities given a
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learned to overcome
earlier limitations.

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ms of his cultural
ceptions, and level
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lternative courses of

otheses.

25. Have another pupil give a report on Famines in China. He should compare numbers killed with total population of some city or area in U.S. He should also point out reason for each famine he describes. Discuss: How might these periodic famines affect attitudes of Chinese toward the world in which they live? toward the government in cases of famines caused by floods?

Stavrianos, Readings
pp. 714-718 (F
White and Jacoby, T
pp. 166-176.
"Selected Readings on

26. Discuss: Given the situation of an expanding population and a limited amount of arable land which is being cultivated intensively, what would you do if you were a leader in China's government to increase food production? Have pupils add various possibilities to the list they made in activity #15. Encourage (through questions) suggestions such as following: (a) increase productivity or bring new land into production through new machines, seeds, fertilizer, insect control, etc., (b) Increase productivity or bring new land into production through better farming methods such as soil conservation, irrigation, mechanization, raising livestock or fish in areas that are not now being used, etc.

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U.S. He should also point out reason for each
bes. Discuss: How might these periodic famines
of Chinese toward the world in which they live?
nment in cases of famines caused by floods?

Stavrianos, *Readings in World History*,
pp. 714-718 (From next book.)
White and Jacoby, *Thunder Out of China*,
pp. 166-176.
"Selected Readings on China."

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etc., (b) Increase productivity or bring new land
through better farming methods such as soil conser-
on, mechanization, raising livestock or fish in
ot now being used, etc.

2) It would be possible to use som
slopes for fruit, nut, or vine

3) It might be possible to open up
increase productivity through i

4) It might be possible to use lan
been wasted in boundary strips
plots.

b. Insect controls, disease control,
strains and commercial fertilizers
the yield per acre.

c. Mechanization and improved tools
duction and even open up new lands

d. Improved transportation facilities
easier to move fish and other food
where they are produced to areas w
needed; or an improved fishing fle
possible greater catches of fish.

S. Tests hypotheses against data.

S. Generalizes from data.

e. The Communist government has attem
agricultural production per acre a
farm land into production.

1) The Communist government has re
by removing large land holders.

2) The government has collectivize
may make possible the use of th
strips which were wasted land a
plots which have wasted almost
arable land.

2) It would be possible to use some land on steep slopes for fruit, nut, or vine crops.

3) It might be possible to open up new lands or increase productivity through irrigation.

4) It might be possible to use lands which have been wasted in boundary strips and cemetery plots.

b. Insect controls, disease control, better seed strains and commercial fertilizers might increase the yield per acre.

c. Mechanization and improved tools might raise production and even open up new lands to cultivation.

d. Improved transportation facilities might make it easier to move fish and other food from areas where they are produced to areas where they are needed; or an improved fishing fleet might make possible greater catches of fish.

s against data.

m data.

e. The Communist government has attempted to raise agricultural production per acre and to put more farm land into production.

1) The Communist government has redistributed land by removing large land holders.

2) The government has collectivized farms. This may make possible the use of the old boundary strips which were wasted land and the cemetery plots which have wasted almost 3% of the arable land.

27. Divide the class into a number of research teams. Each team should investigate one of the above possibilities for increasing food production in China. Give pupils two or three days to work. Then have each team give a report on the probable effectiveness of its method for increasing productivity per acre of land or increasing land in use. Have a volunteer serve as class secretary to record results of these reports and possible objections which pupils raise to some of the conclusions.

See bibliography fo
materials--will inc
The Pattern of Asia
China; Winfield, Ch
Asia's Lands and Pe
500 Million; Wheele
Regional Geography
Shabad, China's Cha
The Two China's; Ko
The World Today; Sp
East by South; Wilc
the World Today; Sn
Side of the River.

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See bibliography for list of research materials--will include Ginsburg, The Pattern of Asia. Chang-Tu Hu, China; Winfield, China; Cressey, Asia's Lands and Peoples, and Land of 500 Million; Wheeler, et. al., Regional Geography of The World; Shabad, China's Changing Map; Bell, The Two China's; Kohn and Drummond, The World Today; Spencer, Asia, East by South; Wilcox, Economies of the World Today; Snow, The Other Side of the River.

3) The government has introduced large-scale machinery and developed general mechanization.

   a) Mechanization depends upon industrial development.
   In 1955 there were 100 mechanized farms.
   In 1956 in Manchuria there were 19 tractor stations or one tractor for 52,000 acres as compared with 1 tractor for each 19 acres of cultivated land in U.S.

   b) Tractors and modern implements have made it possible to use grass lands in less humid Mongolian fringelands. There is a great deal of danger of erosion in these areas, however. Lack of rainfall makes these areas marginal.

4) The government has done much to increase irrigated areas. The government claims that 17.2 million acres have been brought under cultivation during the first five year plan to provide China with a total of 75 million acres of irrigated land or one-fourth of her crop land of 500 million acres in 1956.

   a) Much of this irrigation was derived from wells, which may mean that this irrigation is very limited. Some 900,000 wells were sunk in three northern Chinese provinces in 1956 (Ho-pei, Hon-nan, Shan-tung).

   b) There are plans for building a major canal to join the Han River with the Huang-Ho near Chenz-cheu. This would provide Han River water to irrigate the Huang and Huai River plains.

"China's Agriculture," Focus #8, 1960; Gourau, P., "Notes on China's Unused Uplands, Pacific Affairs; Spencer, Joseph, "Agriculture and Population in Relation to Economic Planning," Annals, A.A.P.S.S.

See Readers Guide for current articles.

See map of irrigated areas, Cressey, p. 91.

c) While irrigation is of great
not a panacea. It may ruin t
lands by concentrating alkal
face layers. There must be e
drain away added water underg
water table must be more than
surface, and initial content
minerals in the soil must be

d) Most acres of North China whe
water would be helpful have n
source of supply.

S. Considers alternative courses of action.

S. Checks on the completeness of data.

D. China's natural resources are sufficient
industrialization, but the Chinese face
culties in developing them.

Note:
It is very important that the teacher re
of this part of the unit as new informat
available. China's industrial developme
constant change, and the content below m
before it is taught if it is not revised

The source material listed will also bec
as new material appears, and appropriate
must be substituted as it becomes availa

S. Applies previously-learned concepts and generalizations.

1. China needs trained manpower, mineral
better transportation system, better
greater investment if it is to indust

c) While irrigation is of great value, it is not a panacea. It may ruin the soil in dry lands by concentrating alkalies in the surface layers. There must be enough slope to drain away added water underground. The water table must be more than 4' below the surface, and initial content of harmful minerals in the soil must be low.

d) Most acres of North China where additional water would be helpful have no feasible source of supply.

ternative courses

e completeness of

D. China's natural resources are sufficient for considerable industrialization, but the Chinese face great difficulties in developing them.

Note:
It is very important that the teacher revise the content of this part of the unit as new information becomes available. China's industrial development is under constant change, and the content below may be obsolete before it is taught if it is not revised.

The source material listed will also become out of date as new material appears, and appropriate new material must be substituted as it becomes available.

viously-learned concepts
izations.

1. China needs trained manpower, minerals, power resources, better transportation system, better technology, and greater investment if it is to industrialize greatly.

28. The class has discussed Chinese agricultural potential, and found that it is limited. At this point, it would be appropriate to attempt to develop several alternate approaches to Chinese economic development.

Ask the class: "If China can not realize her projected economic development through the development of agriculture, what other methods are open to her?" Review and add to earlier suggestions made in activity #15. The class will probably arrive at such methods as expansion, industrialization, etc. List all of these methods for checking during the remainder of the unit. In all probability, the class will agree that the most appropriate method to discuss at this time will be industrialization.

Point out the difficulties of getting accurate, up-to-date figures on mineral resources and output.

29. Ask: What factors do you think are needed within a country if it is to industrialize? Ask follow-up questions if necessary to try to get pupils to suggest mineral and power resources, trained

G. At any specific time the total economic output is affected by the quality and quantity of productive resources (land or natural resources, labor, and capital goods), by the level of technology, and by the efficiency of the organizational structure.

S. Sets up hypotheses.

S. Tests hypotheses against data.

G. Economic output is affected by the quality of labor or labor skills as well as by the quantity of labor.

a. China has a large population, bu
have an excess of trained indust

1) China has 83 million people w
areas. With the present effo
ization, she could perhaps dr
million from rural areas and
the food output.

:ific time the total
ıtput is affected by
and quantity of
resources (land or
sources, labor, and
ods), by the level
ogy, and by the
of the organiza-
ıcture.

rotheses.

:heses against data.

ıtput is affected by
of labor or labor
vell as by the
labor.

a. China has a large population, but she does not have an excess of trained industrial workers.

   1) China has 83 million people who live in urban areas. With the present effort toward mechanization, she could perhaps draw another 180 million from rural areas and still maintain the food output.

workers, transportation and communication facilities, capital goods, management, and markets for trade. (This should be a review of ideas learned in earlier units and courses). Discuss: Do you think that China has these necessary factors? Let pupils set up hypotheses, but help them see the need for further research.

30. Set up two groups of students to do research. One should be assigned to draw a map showing the distribution of mineral resources. The other should draw a map showing transportation, including water transport, railroads, highways and aircraft. These maps should be done on an 8" x 10" sheet of paper in india ink or pencil, so that they can be made into transparencies and shown on an overhead projector. Each group should also do research on the background, the present status and the development of the topic it is studying. It should present this data to the class. The first group should also consider the particular resources they are studying in relation to the all-over development of China's industry.

31. Review Chinese population figures with the class. Have one class member look up the population of China's largest urban centers.

Ask: Can you think of any place else that the Chinese could get industrial workers? (Try to ask questions aimed at getting pupils to suggest that as agriculture is mechanized, more people will be free to work in industry.) Also ask: Suppose many Chinese peasants could be released from agriculture and brought to the cities.

S. Draws inferences from graphs.

2) In 1953, China had only 11
labor force in mining and
compared to 23% in Japan a
States.

S. Tests hypotheses against data.

S. Uses scatter diagram to test hypotheses.

S. Rejects assumptions of cause-effect relationship in correlations; looks for another factor which may affect both parts of a correlation.

3) A large percentage of indu
engaged in transportation
a low industrial output fo
In 1930, China had 20% of
gaged in transportation, a
in most other industrial n
transportation network wou
for industry.

ferences from graphs.

potheses against data.

tter diagram to test
es.

assumptions of cause-
elationship in correla-
ooks for another factor
y affect both parts of
ation.

2) In 1953, China had only 11% of her estimated labor force in mining and manufacturing, as compared to 23% in Japan and 30% in the United States.

3) A large percentage of industrial manpower engaged in transportation tends to indicate a low industrial output for a given nation. In 1930, China had 20% of her manpower engaged in transportation, as compared to 5% in most other industrial nations. A better transportation network would release manpower for industry.

What problems would there be in using them in industry? (Compare with problems faced by the Soviet Union in its early years.)

32. Have a pupil make a graph to compare the percent of the population engaged in mining and manufacturing in China and the U.S. Discuss the implications in class.

33. Present Ginsburg's generalization to the class. (See 3 in outline of content.) Ask the class if they think that it sounds sensible. Present the scatter diagram as a method of checking on hypotheses. Have several members of the class look up figures pertaining to the percentage of manpower engaged in transportation for the U.S., France, England, Portugal, Italy, Chile, Japan and China. Another group should look up the value of manufactured goods for the same countries for the same year. Construct a scatter diagram on the chalkboard, and check correlation.

See Broek, Jan O.
Scope and Sp
Seminar Seri
C, E. Merril
a descriptio
diagram.
See World Almanac
for figures.

When the diagram is complete, ask the class if this correlation allows us to say that there is a cause and effect relationship present. Does a low percentage of industrial manpower engaged in transportation cause a country to produce a large quantity of manufactured goods?(If necessary, point out that correlation does not prove cause and effect relationships. Use examples to prove this point.)

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s faced by the Soviet Union in its early years.)

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ged in mining and manufacturing in China and the
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scatter diagram on the chalkboard, and check correla-

See Broek, Jan O.M., Geography, its Scope and Spirit, Social Science Seminar Series, Columbus, Ohio. C, E. Merrill Books, p. 61, for a description of the scatter diagram.

See World Almanac and Book of Facts, for figures.

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o say that there is a cause and effect relationship
oes a low percentage of industrial manpower engaged
tation cause a country to produce a large quantity
ured goods?(If necessary, point out that correlation
ove cause and effect relationships. Use examples to
point.)

G. People use their physical environment in terms of their cultural values, perceptions, and level of technology.

S. Sets up hypotheses.

S. Tests hypotheses against data.

G. Power for industry is obtained from the use of coal, oil, natural gas, water, wind, and nuclear energy.

G. The significance of location depends upon cultural developments both within and outside of a country.

b. China has the mineral base for
dustrialization. Recent discov
mineral potential for industria
much better than it seemed only

(Note: Because the Communist g
putting much effort into minera
recent years, the picture of Ch
sources is changing too rapidly
here. It is necessary to use t
articles and books possible in
up-to-date figures on mineral r

c. China has a high water power po
million kilowatts), 2/3 of the U
potential, and 3.3% of the worl

1) Most of the potential lies i
populated, and underdevelope
the South and West where the
and high rainfall.

2) Most of the potential is in
and ice formation restrict d
North China.

e their physical environ-
erms of their cultural
erceptions, and level
log .

ypotheses.

otheses against data.

industry is obtained
use of coal, oil, natural
r, wind, and nuclear

ficance of location
pon cultural develop-
h within and outside
try.

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b. China has the mineral base for considerable industrialization. Recent discoveries have made its mineral potential for industrialization appear much better than it seemed only a few years ago.

(Note: Because the Communist government has been putting much effort into mineral explorations in recent years, the picture of China's mineral resources is changing too rapidly to present data here. It is necessary to use the most recent articles and books possible in order to obtain up-to-date figures on mineral resources.)

c. China has a high water power potential, (300 million kilowatts), 2/3 of the United State's potential, and 3.3% of the world's potential.

1) Most of the potential lies in remote, sparsely populated, and underdeveloped mountain areas in the South and West where there are swift rivers and high rainfall.

2) Most of the potential is in the South. Silt and ice formation restrict development in the North China.

34. Ask the class: What is a "natural resource"? By this point, the class probably has the cultural definition well in mind, but it would be a good idea to reinforce it. This could be done, if necessary, by asking when, in history, bauxite became a "natural resource."

The group doing research on minerals should present its map, using the overhead projector. It should point out the distribution of minerals. The teacher should see that any important content that the group does not cover in its report is brought out in the discussion following the report. Be sure to discuss the location of minerals in relationship to area of dense population. The distribution map should be posted on the bulletin board. The committee should be sure to check recent articles and books for findings which may contradict earlier accounts of limited resources. Discuss: To what extent do you think that China has the mineral resource base to become a highly industrialized nation?

See recent editio
books and use the
locate new refere

35. Project a physical map of China showing her river systems. Ask the class to estimate China's water power potential from the evidence of the map. Ask them to locate the best possible locations for power dams. Would South or North China be better for water power? Why? (Ask questions about the map designed to bring out factors of ice formation and slope of land forms.)

Overhead projecto
Transparency of a
China showin
systems.
Or large phy

Also discuss: Why do you think that China has not developed its water power potential to a greater degree. (If necessary, ask the class to note possible sites for dams in relationship to industrial areas. How far are they away from such centers? Also ask: Given China's other resources, is it important for China to develop water power to any great extent? Why or why not? (How else is electricity made? Does China have the resources needed to produce electricity in this fashion?)

: What is a "natural resource"? By this point,
bably has the cultural definition well in mind,
be a good idea to reinforce it. This could be
ssary, by asking when, in history,bauxite became
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ng research on minerals should present its map,
rhead projector. It should point out the dis-
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t in the discussion following the report. Be sure
e location of minerals in relationship to area of
ion. The distribution map should be posted on the
d. The committee should be sure to check recent
books for findings which may contradict earlier
imited resources. Discuss: To what extent do
t China has the mineral resource base to become
strialized nation?

See recent editions of geography textbooks and use the Readers' Guide to locate new references.

sical map of China showing her river systems.
to estimate China's water power potential from
of the map. Ask them to locate the best possible
power dams. Would South or North China be better
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ven China's other resources, is it important for
lop water power to any great extent? Why or why
se is electricity made? Does China have the re-
d to produce electricity in this fashion?)

Overhead projector.
Transparency of a physical map of
  China showing major river
  systems.
  Or large physical map of China.

a) The government plans to build 4
control the Huang River. These
completed, will produce 110 bil
electricity per year.

b) A great deal of development was
churia under the Japanese.

3) A nation with a plentiful supply o
finds that thermal electricity is
than hydro-electricity.

G. Output can be increased by technological progress.

S. Sets up hypotheses.

S. Tests hypotheses against data.

d. Inadequate transportation has serious
the development of modern China.

1) China has developed a transportatio
that is based heavily upon animal a
labor; such transportation is expen
efficient and slow.

a) "Coolie" transportation was very
The sedan chair carrier earned a
per day, and he traveled slowly
short distances. It is estimate
sort of transportation cost from
cents per mile as compared to 2
per mile by railroad. This typ
portation restricted the radius
as well as the variety of market
any one place.

b) Relative Costs of Transportation

a) The government plans to build 46 dams to help control the Huang River. These dams, when completed, will produce 110 billion KWH of electricity per year.

b) A great deal of development was done in Manchuria under the Japanese.

3) A nation with a plentiful supply of coal often finds that thermal electricity is less expensive than hydro-electricity.

increased by
progress.

eses.

es against

d. Inadequate transportation has seriously retarded the development of modern China.

1) China has developed a transportation network that is based heavily upon animal and "coolie" labor; such transportation is expensive, inefficient and slow.

a) "Coolie" transportation was very expensive. The sedan chair carrier earned about 75 cents per day, and he traveled slowly and for short distances. It is estimated that this sort of transportation cost from 25 to 30 cents per mile as compared to 2 to 3 cents per mile by railroad. This type of transportation restricted the radius of trade as well as the variety of market goods at any one place.

b) Relative Costs of Transportation in China - 1937.

36. Show pictures to illustrate animal and coolie labor. Tell the class that this network of transportation has existed for several centuries. Say: After all, why wouldn't this system work well under modern conditions? China has a large population and labor is very inexpensive. Hopefully, the class will arrive at the idea that such labor is very inefficient, slow, and expensive in comparison with modern transportation methods. If not, ask pupils how such labor would compare on these three criteria. Let them set up hypotheses. Then project a table showing comparative costs for different kinds of transportation.

See Ginsburg, The Patt
for a table on co

See Winfield, Gerald F
Land and the Peopl
for a discussion
transportation.

o illustrate animal and coolie labor. Tell the
network of transportation has existed for
es. Say: After all, why wouldn't this system
modern conditions? China has a large pop-
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teria. Let them set up hypotheses. Then pro-
owing comparative costs for different kinds of

See Ginsburg, The Pattern of Asia, for a table on comparative costs.

See Winfield, Gerald F., China, The Land and the People, pp. 100-103 for a discussion of traditional transportation.

River Steamer	100	Handcr
Railroad	112	Pack A
River Junks	175	"Cooli

S. Draws inferences from a comparison of different map patterns of the same area.

G. Improved transportation facilities make possible wider and bigger markets for goods as well as greater and less costly access to resources.

G. Output is affected by the quality as well as the quantity of natural resources, and the quality is affected by access as well as by richness.

G. The significance of location depends upon cultural developments both within and outside of a country.

2) In 1954, China had only 96,00
Most of these highways were d
though the main routes were m
highways are used primarily f
official purposes.

   a) China has only a few tens
      motor vehicles, mostly tru

   b) China produces little petr
      expensive and scarce.

3) China has only 2 miles of r
people as compared with 250 i
and 50 miles per 100,000 in W

   a) China's railroads were ini
      interests, and her railroa
      coherent plan of developme

   b) The northeast has the best
      in China, as a result of J
      ment during World War II.
      half of China's trackage o
      1956.

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well as the quantity
resources, and the
affected by access
by richness.

icance of location
on cultural develop-
within and outside
ry.

River Steamer	100	Handcrafts	450
Railroad	112	Pack Animals	425
River Junks	175	"Coolie" carriers	890

2) In 1954, China had only 96,000 miles of highways. Most of these highways were dirt surfaced, although the main routes were macadamized. These highways are used primarily for strategic and official purposes.

   a) China has only a few tens of thousands of motor vehicles, mostly trucks for military use.

   b) China produces little petroleum, and fuel is expensive and scarce.

3) China has only 2 miles of railways per 100,000 people as compared with 250 in the United States and 50 miles per 100,000 in Western Europe.

   a) China's railroads were initiated by foreign interests, and her railroad network shows no coherent plan of development.

   b) The northeast has the best railroad network in China, as a result of Japanese development during World War II. This area had one-half of China's trackage of 16,800 miles in 1956.

37. The transportation group should present its map, using an overhead projector. The group should point out the distribution of China's transportation facilities in relationship to area of population density and to mineral resources. The teacher should make sure that any important content that is not covered by the group is covered in discussion following the report. Discuss: What effect does the transportation system have upon the use of mineral resources? The distribution of food? How hard will it be to industrialize China to any great extent without much greater development of transportation facilities?

See transportation
Hu, Chang-tu, Chi
airlines, p.
p. 55.
Shabad, Theodore,
Map, Transpo
China, p. 84.
Cressey, George B
Million, Navi
p. 87, railw
accessibility
accessibility

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rces? the distribution of food? How hard will it
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opment of transportation facilities?

See transportation maps as follows:

Hu, Chang-tu, China, railroads and airlines, p. 53, major highways, p. 55.

Shabad, Theodore, China's Changing Map, Transportation lines of China, p. 84.

Cressey, George B., Land of 500 Million, Navigable waterways, p. 87, railways, p. 157, accessibility by land, p. 352, accessibility by sea, p. 353.

G. Some things can be produced better in one place than in another because of climate, resources, transportation routes, access to resources, access to markets, people's skills, etc.

S. Sets up hypotheses.

S. Tests hypotheses against data.

G. People in most societies of the world depend upon people who live in other communities, regions and countries for goods and services and for markets for their goods.

c) The railroads in south China
spaced. Many areas are loca
from the nearest railroad.
parallels the Yang-Tzu river
number of lines feed into it
system.

d) North-south railroad lines c
northern Siberian and Korean,
Vietnam and the Kuang-tung c

4) While about 24,200 miles of inl
are considered navigable by dif
types of craft in China, 2/3 of
are usable only by flat bott
sampans.

5) China is also short of coastal
shipping. She has under 500,00
her estimated minimum needs.

2. Before 1937, Chinese industrial devel
fined to six areas, all of which were
accessable to foreign intercourse. A
were located near the eastern China c

a. Liao-ning province in Southern Man

There are iron and steel mills at
railway shops, shipyards and cemen
well as important chemical plants
the area. An automobile plant cap
ducing 30,000 trucks per year was
at Ch'ang-ch'un.

c) The railroads in south China are more widely spaced. Many areas are located 200 miles from the nearest railroad. No railroad parallels the Yang-Tzu river, although a number of lines feed into its river transport system.

d) North-south railroad lines connect the northern Siberian and Korean borders with Vietnam and the Kuang-tung coast.

4) While about 24,000 miles of inland waterways are considered navigable by different sizes and types of craft in China, 2/3 of these waterways are usable only by flat bottomed junks and sampans.

5) China is also short of coastal and deep water shipping. She has under 500,000 tons short of her estimated minimum needs.

2. Before 1937, Chinese industrial development was confined to six areas, all of which were relatively accessable to foreign intercourse. All except one were located near the eastern China coast.

a. Liao-ning province in Southern Manchuria.

There are iron and steel mills at Fu-shun. Large railway shops, shipyards and cement factories as well as important chemical plants are located in the area. An automobile plant capable of producing 30,000 trucks per year was completed in 1956 at Ch'ang-ch'un.

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s to markets, people's

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pon people who live
nities, regions and
goods and services and for
eir goods.

38. The class should be asked: "What factors are necessary for the production of steel. (Physical plant, labor, iron ore, coal and limestone.) Using maps, the class should locate the most rational locations for the production of steel. These locations should be placed on a map. This map should then be checked against a map of Chinese manufacturing centers.

It should be evident from this activity that there are several important factors that the class has not considered. The class should attempt to guess what these factors are. If necessary, project maps

Overhead Projecto
Maps of distribut
resources.

For maps of China
centers, see
Shabad, *Chin*
p. 54.
Cressey, *Land of*
industry, p.

Note: These maps
It may be necessa
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p. This map should then be checked against a map
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s that the class has not considered. The class should
ss what these factors are. If necessary, project maps

Overhead Projector.
Maps of distribution of Chinese
resources.

For maps of China's industrial
centers, see:
Shabad, China's Changing Map,
p. 54.
Cressey, Land of the 500 Million,
industry, p. 150.

Note: These maps are rather complex.
It may be necessary for the teacher
or a talented student to draw a

S. Draws inferences from a comparison of different map patterns of the same area.

b. The lower Yang-tzu plain contains
textile production. Shang-hi is
and industrial headquarters of th

c. Northeastern Ho-pei province from
Great Wall. K'ai-lan has coal mi
industrial centers. Tiensin, has
mills and flour milling; it is al
for north China.

d. Eastern Shan-tung province has c
iron industry along with cotton
flour mills and vegetable oil pl

e. The Liang-Hu basin has iron and
Han-yang based on the Ta-yeh iro
Wu-Han metropolitan area there ar
mills and factories preparing tea
tung oil and vegetable oils. In
are textile amd flour mills and a
In 1956, a new iron and steel pla
structed with Soviet aid, at Ta-y

f. The Hai River delta has silk fila
factories, and factories that pro
goods, light bulbs, electric fixt
sugar refineries and small shipya
is a part of this area.

G. Man uses his physical environment in terms of his cultural values, perceptions, and level of technology.

3. The loss of many of these areas to J
Sino-Japanese War forced a shift of
industry to the northwest and southw

nces from a comparison
map patterns of the

s physical environment
his cultural values,
, and level of tech-

b. The lower Yang-tzu plain contains 2/3 of China's textile production. Shang-hi is the commercial and industrial headquarters of the country.

c. Northeastern Ho-pei province from Peking to the Great Wall. K'ai-lan has coal mines and three industrial centers. Tiensin, has cotton textile mills and flour milling; it is also the chief port for north China.

d. Eastern Shan-tung province has coal mining and an iron industry along with cotton textile mills, flour mills and vegetable oil plants.

e. The Liang Hu basin has iron and steel works at Han-yang based on the Ta-yeh iron mines. In the Wu-Han metropolitan area there are large textile mills and factories preparing tea, eggs, cotton, tung oil and vegetable oils. In Ch'ang-sha there are textile amd flour mills and antimony refinerie In 1956, a new iron and steel plant was being constructed with Soviet aid, at Ta-yeh.

f. The Hai River delta has silk filatures, ceramic factories, and factories that produce rubber goods, light bulbs, electric fixtures, as well as sugar refineries and small shipyards. Hongkong is a part of this area.

3. The loss of many of these areas to Japan during the Sino-Japanese War forced a shift of some of China's industry to the northwest and southwestern provinces.

showing the distribution of transportation, population distribution, and agricultural production. Ask: What possible effects did the historical patterns of population distribution and trade have upon the development of industry?

Several members of the class should check the literature to find out why the class was in error in their location of steel centers.

Now have pupils examine a map of industrial centers more carefully. Perhaps have a committee prepare a bulletin board display showing such a map. Attach cards describing the different industrial centers by string to their appropriate location on the map. Have pupils compare the map of industrial centers with maps showing minerals, transportation routes, population distribution, and land use. What relationships do they notice?

39. Use a map to point out changes in industrial locations after the Sino-Japanese War and after the revolution.

simpler map based
and the production
China, pp. 535-540

tribution of transportation, population
nd agricultural production. Ask: What
s did the historical patterns of population
d trade have upon the development of industry?

of the class should check the literature to
e class was in error in their location of

examine a map of industrial centers more
rhaps have a committee prepare a bulletin
howing such a map. Attach cards describing
ndustrial centers by string to their appropriate
map. Have pupils compare the map of industrial
ps showing minerals, transportation routes, pop-
bution, and land use. What relationships do they

oint out changes in industrial locations after the
War and after the revolution.

simpler map based on the maps above
and the production tables in Hu,
China, pp. 535-540.

G. A number of factors--climate, surface features, natural resources, accessibility and history--affect settlement patterns.

a. Chungking developed small steel

b. So[illegible]est Ssu-ch'uan province ar
produced sugar, salt, paper, sil
and cotton textiles, using coal
as power sources. After 1953, a
area was built at T'ai-yuan, alo
electric plant.

4. After the war and the revolution, a
agreement provided Soviet aid for t
of two new iron and steel plants in

a. The plant at Ta-yeh in the Liang

b. A plant at Pao-t'ou in Inner Mon
based on local iron and coal re

S. Sets up hypotheses.

5. The Chinese cultural background did
the development of industry or indu

a. The method of science did not de
did not enter the Chinese pictur
from the Occident.

b. Social prestige did not allow th
Chinese to do any sort of manual
engineering.

c. Because of social bias, investme
more acceptable than investment
trade.

actors--climate,
ures, natural re-
ssibility and
ect settlement

a. Chungking developed small steel and cement plants.

b. Southwest Ssu-ch'uan province around Lo-shan produced sugar, salt, paper, silk, matches, pottery, and cotton textiles, using coal and hydroelectricity as power sources. After 1953, a heavy industrial area was built at T'ai-yuan, along with a thermoelectric plant.

4. After the war and the revolution, a Sino-Soviet agreement provided Soviet aid for the development of two new iron and steel plants in China.

   a. The plant at Ta-yeh in the Liang Hu Basin.

   b. A plant at Pao-t'ou in Inner Mongolia, which is based on local iron and coal resources.

theses.

5. The Chinese cultural background did not encourage the development of industry or industrial workers.

   a. The method of science did not develop in China; it did not enter the Chinese picture until imported from the Occident.

   b. Social prestige did not allow the upper class Chinese to do any sort of manual labor such as engineering.

   c. Because of social bias, investment in land was more acceptable than investment in industry or trade.

40. Ask: Why do you think that the Chinese government made little effort to industrialize before 1911? The class will probably develop several hypotheses. Do not analyze them at this time. These hypotheses should be listed and checked later in the unit. Tell pupils that the study of the history of China should help them check their hypotheses.

The teacher might
Yang, C.K., Chines
The Family an

Hu, Chang-tu, Chin
Its Society,

Chang, Perry, Chin
Force

hink that the Chinese government made little
alize before 1911? The class will probably
potheses. Do not analyze them at this time.
hould be listed and checked later in the unit.
the study of the history of China should help
ypotheses.

The teacher might use:
Yang, C.K., Chinese Communist Society. The Family and the Village

Hu, Chang-tu, China, Its People, Its Society, Its Culture

Chang, Perry, China, Development By Force

G. Capital formation through saving is a major means of increasing an economy's economic output over time, because it increases productive capacity.

G. Savings are required for investment in capital formation.

S. Sets up hypotheses.

6. In all probability, China's greatest
industrial capital to increase this
their own efforts, the Chinese must sa
value of each year's production and mu
developing resources which will increa
in future years.

G. Whether or not a country's size provides more advantages or disadvantages depends upon the problems inhabitants face at a particular time, upon their goals, and upon their level of technology.

E. The great size of China has had advantage
advantages; these are being changed somew
nological developments.

tion through
ajor means of
economy's
ut over time,
creases pro-
ity.

equired for
capital

eses.

t a country's size
advantages or dis-
pends upon the prob-
nts face at a partic-
on their goals, and
vel of technology.

6. In all probability, China's greatest lack was and is industrial capital to increase this capital, through their own efforts, the Chinese must save some of the value of each year's production and must invest it in developing resources which will increase productivity in future years.

E. The great size of China has had advantages and disadvantages; these are being changed somewhat by technological developments.

41. Ask the class to consider what they have learned so far and what they have learned in past units and courses about economic growth. What are some factors which they have not considered so far which would affect the rate of growth? How could capital accumulation be financed? What chances do they see for financing it through increased agricultural production of savings brought about by reduced consumption of present agricultural production?

    Have each pupil prepare a written summary of how he views China's potential for industrialization. Read aloud several of these papers. Tell the class that they should keep their ideas in mind to check as they study the rest of the unit.

42. Review with pupils the generalizations they developed during their study of the U.S.S.R. about the possible advantages and disadvantages of size to a country under different levels of technology. Ask: Does the data you have studied about China tend to support or contradict these generalizations? (Deal with size in relationship to potential resources and varied climate,

S. Revises generalizations, if necessary, in the light of new data.

S. Sets up hypotheses.

1. Great size might make possible a
mineral base for agricultural and
ment.

2. Great size combined with the fact
further north and south than does
more likely that China will have
and thus a base for more agricult
the U.S.

    a. The range of latitude gives C
    from humid sub-tropical to su

    b. The distance of interior part
    ocean gives the interior a co
    cold winters and hot summers.

3. Great size might make it easier
support a large population, altho
is not so important as the size o
man can use productively.

    a. China's population density per
    as compared to 49 for the U.S.

    b. China's population density per
    cultivated land is 1625 as com
    figure of 219.

4. The large size makes possible def

5. The large size also creates probl
and transportation within the cou
prior to modern technological dev

eralizations, if
in the light of

otheses.

1. Great size might make possible a large soil and mineral base for agricultural and industrial development.

2. Great size combined with the fact that China extends further north and south than does the U.S. makes it more likely that China will have a more varied climate and thus a base for more agricultural crops than does the U.S.

   a. The range of latitude gives China a climate ranging from humid sub-tropical to subarctic.

   b. The distance of interior parts of China from the ocean gives the interior a continental climate of cold winters and hot summers.

3. Great size might make it easier for a country to support a large population, although size itself is not so important as the size of the area which man can use productively.

   a. China's population density per square mile is 179 as compared to 49 for the U.S.

   b. China's population density per square mile of cultivated land is 1625 as compared to U. S. figure of 219.

4. The large size makes possible defense by retreat.

5. The large size also creates problems of communication and transportation within the country, especially prior to modern technological developments.

to ease of developing transportation, to potential for supporting a large population, to potential "defense by retreat" in times of foreign invasion, etc.) Some of these generalizations need to be tested against historical data. Therefore, ask pupils to keep them in mind as they study Chinese history. They should consider the following questions (among others) as they study Chinese history: What kinds of problems do you think China's large size may have led to during its history? Do you think they would be as important today as in the past? Why or why not? What advantages has China's size provided it in the past? Do you think these advantages are as likely to occur today as in the past? Why or why not?

OBJECTIVES FOR SECTION ON
CHINA'S HISTORY

GENERALIZATIONS

1. Although culture is always changing, certain parts or elements may persist over long periods of time.
    a. Culture may change by a process of diffusion.
    b. Culture may change as a result of innovation from within a society.
    c. Persistence of cultural traits may result from a reluctance to change or from lack of conditions which further change.
        1) Some values are conducive to change; some make change difficult.
        2) Family structure may make change difficult.
    d. Attempts to introduce change may fail if those trying to bring about the change do not try to make changes congruent with existing structures.
        1) Frequently, change introduc
        is accepted for a time, wit
        of traditional values and c
        generalizations. Later, as
        society discover that they
        fully in the dominant cult
        society), or as they devel
        security, they react by de
        movements to reject the fo
        restore their old cultural
    e. Changes in one aspect of a cul
    effects upon other aspects; ch
    whether they are technological
    ization, in ideology, or whate
    of the cultural system.
2. A given culture is an integrated
fundamental postulates or values
3. Ideologies are important for the
to the political system.
4. An institution is an interrelate
and the attached meanings are va
stitutions are consumated by cha
consequently by changes in relat

OBJECTIVES FOR SECTION ON CHINA'S HISTORY

LIZATIONS

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to introduce change may fail if those
o bring about the change do not try to
nges congruent with existing structures.

1) Frequently, change introduced from the outside is accepted for a time, with resulting loss of traditional values and conflict between generalizations. Later, as members of the society discover that they cannot participate fully in the dominant culture (or dominating society), or as they develop feelings of insecurity, they react by developing nativistic movements to reject the foreign culture and restore their old cultural values.

e. Changes in one aspect of a culture will have effects upon other aspects; changes will ramify, whether they are technological, in social organization, in ideology, or whatever else is a part of the cultural system.

2. A given culture is an integrated whole, based on fundamental postulates or values.

3. Ideologies are important for the structure they give to the political system.

4. An institution is an interrelated cluster of roles and the attached meanings are values; changes in institutions are consumated by changes in roles and consequently by changes in relations between these

members and outsiders. Unless these roles relations change, the institution does not change despite changes in the particular people who assume the roles.

5. The existence of culture is dependent upon man's ability to use symbols in communication.

6. The structure of the family varies from society to society.

    a. All cultures have the nuclear family, even if the ideal combines the nuclear family in a more complex extended family system.

7. Methods of mate selection vary over time and from one society to another. They are intimately tied up with the position of women, with attitudes toward property, with the stratification of society, and with other aspects of culture.

8. Families in different societies have different functions and differing emphasis upon similar functions.

    a. The impact of common patterns of child rearing and many other situations in any culture tend to develop personalities with some common characteristics (modal personalities) different from those in other societies.

10. Every society provides for a differen
    status among its members on the dimen
    and sex plus additional aspects of di

11. Whenever things valued by a society a
    will be differential access to and co
    varied and scarce things by sub-group
    society. These scarce things may be
    non-material.

    a. Control of one or a few scarce thi
       a group to get control of other sc
       things and thus pyramid their con

    b. Societies differ in the relative a
       ascribed and achieved statuses th
       and the relative emphasis on each

    c. Members of a class can move out o
       various means and this mobility ma
       down; the degree of vertical mobil
       from society to society.

        1) The more widespread the system
           the greater the mobility betwe

    d. The amount of class conflict is r
       degree of difference among classe
       of vertical mobility possible, an
       to which propaganda is used to ar
       class conflict.

rs. Unless these roles
he institution does not
ges in the particular
he roles.

lture is dependent
to use symbols in

e family varies from

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ection vary over time and
another. They are in-
th the position of women,
rd property, with the
ociety, and with other

nt societies have different
ring emphasis upon similar

mmon patterns of child
other situations in any
develop personalities with
acteristics (modal person-
t from those in other

10. Every society provides for a differentiation of status among its members on the dimensions of age and sex plus additional aspects of differentiation.

11. Whenever things valued by a society are scarce, there will be differential access to and control of these varied and scarce things by sub-groups within the society. These scarce things may be material or non-material.

    a. Control of one or a few scarce things may enable a group to get control of other scarce and valued things and thus pyramid their control or power.

    b. Societies differ in the relative number of ascribed and achieved statuses they provide and the relative emphasis on each.

    c. Members of a class can move out of the class by various means and this mobility may be up or down; the degree of vertical mobility varies from society to society.

        1) The more widespread the system of education, the greater the mobility between classes.

    d. The amount of class conflict is related to the degree of difference among classes, the degree of vertical mobility possible, and the degree to which propaganda is used to arouse or prevent class conflict.

e. Groups may engage in power conflict; one group tries to dominate another in order to take something from it, such as labor or wealth.

12. Political power is unevenly distributed in a population.

    a. It is unlikely that one could find many genuine autocracies (rule by one) in complex governments; they are likely to be oligarchies.

13. A law or policy must be effectuated and applied; in that process the whole decision-making and influence process goes on again.

14. Selective recruitment of bureaucracy may be and often has been responsible for its definition of its political role.

15. Every economic system faces scarcity or a lack of enough productive resources to satisfy all human wants.

16. Division of labor and specialization in any mass production system permits reduction of cost per unit purchased.

17. Output can be increased by the development of tools and power to replace manpower.

18. The fundamental difference between
is in how and by whom the basic ec
over allocation of resources are m
in who owns the resources.

    a. In command economies, most of t
    decisions are made by the gover

    b. Economic systems are usually mi

    c. By its taxation policies, gover
    who shall get what proportion o
    of output of the economic syste

19. Living levels in the U. S. are ve
to those in most countries.

    a. People's ideas of what constitu
    level of living on one hand or
    other changes as average living
    and differ from one country to

20. Political revolutions are usually
multiple causes.

21. The world is a community of interd

    a. In the international system, in
    only invite the use of some fo

    b. Wars have an important economic
    people.

ngage in power conflict; one
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itment of bureaucracy may be
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political role.

system faces scarcity or a
productive resources to sat-
wants.

or and specialization in any mass
tem permits reduction of cost per

ncreased by the development of
to replace manpower.

18. The fundamental difference between economic systems is in how and by whom the basic economic decisions over allocation of resources are made, rather than in who owns the resources.

    a. In command economies, most of the basic economic decisions are made by the government.

    b. Economic systems are usually mixed.

    c. By its taxation policies, governments influence who shall get what proportion of certain kinds of output of the economic system.

19. Living levels in the U. S. are very high compared to those in most countries.

    a. People's ideas of what constitutes an adequate level of living on one hand or poverty on the other changes as average living levels change and differ from one country to another.

20. Political revolutions are usually the result of multiple causes.

21. The world is a community of interdependent countries.

    a. In the international system, inequalities of power only invite the use of some form of coercion.

    b. Wars have an important economic impact upon people.

22. There are many sources of national power in dealing with other nations. Military capacity is an important factor but not the only one. Differences in population, resources, and economy may be reflected in differences in national power.

23. Imperialism, and particularly attitudes of superiority by members of the imperialist country, give rise to feelings of frustration; when combined with the diffusion of nationalistic ideas from other countries, it helps give rise to from other countries, it helps give rise to feelings of nationalism.

SKILLS

1. Sets up hypotheses.

2. Identifies value conflicts.

3. Reads for the main ideas.

4. Evaluates sources of information in terms of bias and competency.

5. Evaluates sources of information in terms of completeness of data.

   a. Rejects post hoc arguments and whole-part falacies.

6. Makes and interprets timelines.

7. Has a sense of the passage of time

   a. Compares lengths of periods or

8. Looks for relationships among even country and within a world-wide ti

9. Tests hypotheses against data.

10. Generalizes from data.

ATTITUDES

1. IS CURIOUS ABOUT SOCIAL DATA AND H AND DESIRES TO READ AND STUDY FURT SOCIAL SCIENCES.

2. IS COMMITTED TO THE FREE EXAMINATIO ATTITUDES AND DATA. SEARCHES ACTIV POINTS OF VIEW AND INTERPRETATIONS.

3. IS SCEPTICAL OF THE FINALITY OF KNO GENERALIZATIONS AND THEORIES AS TE SUBJECT TO CHANGE IN THE LIGHT OF

4. APPRECIATES AND RESPECTS THE CULTU OF OTHER COUNTRIES, RACES, AND REL

5. IS SCEPTICAL OF THEORIES OF SINGLE SOCIAL SCIENCES.

6. IS SCEPTICAL OF PANACEAS.

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ts timelines.

7. Has a sense of the passage of time.

   a. Compares lengths of periods or events.

8. Looks for relationships among events within one country and within a world-wide time framework.

9. Tests hypotheses against data.

10. Generalizes from data.

ATTITUDES

1. IS CURIOUS ABOUT SOCIAL DATA AND HUMAN BEHAVIOR AND DESIRES TO READ AND STUDY FURTHER IN THE SOCIAL SCIENCES.

2. IS COMMITTED TO THE FREE EXAMINATION OF SOCIAL ATTITUDES AND DATA. SEARCHES ACTIVELY FOR DIFFERENT POINTS OF VIEW AND INTERPRETATIONS.

3. IS SCEPTICAL OF THE FINALITY OF KNOWLEDGE: CONSIDERS GENERALIZATIONS AND THEORIES AS TENTATIVE, ALWAYS SUBJECT TO CHANGE IN THE LIGHT OF NEW EVIDENCE.

4. APPRECIATES AND RESPECTS THE CULTURAL CONTRIBUTIONS OF OTHER COUNTRIES, RACES, AND RELIGIONS.

5. IS SCEPTICAL OF THEORIES OF SINGLE CAUSATION IN THE SOCIAL SCIENCES.

6. IS SCEPTICAL OF PANACEAS.

G. Although culture is always changing, certain parts or elements may persist over long periods of time.

A. IS SCEPTICAL OF THE FINALITY OF KNOWLEDGE: CONSIDERS GENERALIZATIONS AND THEORIES AS TENTATIVE, ALWAYS SUBJECT TO CHANGE IN THE LIGHT OF NEW EVIDENCE.

G. Culture may change by a process of diffusion.

G. Although culture is always changing, certain parts or elements may persist over long periods of time.

S. Evaluates sources of information in terms of completeness of data.

S. Makes and interprets timelines.

III. Although culture is always changing, ce
elements may persist over long periods

A. Chinese civilization extends back t
and its system of empire government
than any government in the history

1. Chinese civilization began along
valley. The people are thought
a number of culture traits from
Middle East. They also develope
traits which were to persist for

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interprets timelines.

III. Although culture is always changing, certain parts or elements may persist over long periods of time.

A. Chinese civilization extends back thousands of years, and its system of empire government lasted longer than any government in the history of mankind.

1. Chinese civilization began along the Yellow River valley. The people are thought to have borrowed a number of culture traits from people of the Middle East. They also developed certain culture traits which were to persist for many years.

1. Remind pupils that Communists in the U.S.S.R. had to try to overcome some of the people's attitudes but also were able to make use of some of the other attitudes and values. Say: As you study Chinese history, try to find out if the same was true in China.

   Have pupils list some of the generalizations they have developed from the study of the history of other countries. Suggest that they keep this list in mind as they study Chinese history in order to decide whether or not they can still accept these generalizations or whether they wish to place limitations upon them.

2. Have a group of students present a symposium on the early river valley civilization at the time of the Shang Dynasty. The pupils should discuss the ideas of anthropologists about possible diffusion from the Middle East and why anthropologists disagree on this point. They should also describe culture traits which persisted for many years, such as the emphasis upon ancestors in religion and philosophy, the development of a written language, and the role of the ruler. In addition, the group should describe some of the beginnings of certain kinds of material culture for which China became famous later.

Fairservis, The
Civilization.
Seeger, Pageant of
Chapter 2.
Anthropology Proje
in the Emerge
Series on Bro
Oracle Bones.

*3. Have a pupil or a group of pupils begin a timeline on important events in China. (They should add to it as the unit develops.) This timeline should be placed under timelines for events in Western Europe, U. S. and Russia.

Help may be obtain
Widening Worl
Stavrianos, G
Man, p. 594.

* Important activity to include.

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famous later.

Fairservis, The Origins of Oriental Civilization.
Seeger, Pageant of Chinese History, Chapter 2.
Anthropology Project's Case Study in the Emergence of Civilization Series on Bronze Vessels and Oracle Bones.

r a group of pupils begin a timeline on important
na. (They should add to it as the unit develops.)
should be placed under timelines for events in
e, U. S. and Russia.

Help may be obtained in Ewing, Our Widening World, p. 9, or Stavrianos, Global History of Man, p. 594.

tivity to include.

S. Looks for relationships among events within one country and within a world-wide time framework.

S. Generalizes from data.

S. Has a sense of the passage of time.

S. Compares lengths of periods or events.

S. Reads for the main ideas.

S. Sets up hypotheses.

S. Generalizes from data.

2. China went through a long period of
This period was marked by the writing
who were to have a long-lasting impac
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e country and
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n data.

2. China went through a long period of "feudalism." This period was marked by the writings of philosophers who were to have a long-lasting impact upon Chinese culture.

Or have pupils make a new parallel timeline to show what was happening in these other places when certain events were taking place in China.

As this unit progresses, have pupils examine the parallel timelines and try to decide how events in other parts of the world may have affected those in China. Do not have the pupil or group give a formal oral report on this timeline.

4. Have a student study the period of "feudalism" in China and prepare a brief dittoed sheet comparing it with the period of feudalism in Western Europe. He should leave a discussion of the philosophers until later but should indicate briefly that these men lived and taught during this period. Have the class read this summary sheet and ask questions of the student to clarify differences between this Chinese feudal period and system and that in Europe. Pupils should examine the class timeline to note the duration of the period in China and compare it with the duration of the period since the first settlement in Jamestown as well as with the period from the decline of Rome to the so-called Renaissance in Western Europe.

Ewing, Our Widenin
18.
Callis, China, Con
Communist, p
Seeger, Pageant of
Chapters 5-6.
Schurmann and Sche
China Reader,
p. 42.

*5. Have pupils read excerpts from Confucious' writings. Have pupils identify the main ideas in their own words. Then discuss: What influence do you think each of these ideas might have had upon Chinese society if it were widely accepted by the Chinese people? (Set up hypotheses to test as the class studies the history of China.)

e.g. Eislen and Fi
Adventure, Vo

6. Have each pupil read (from at least one reference) about Confucius and his teachings, about Taoism, and about other pre-Buddhist religions in China (e.g. ancestor cult and animism). Perhaps show pupils filmstrips on Confuciusism and Taoism. Then discuss:

Ewing, Our Widenin
18.
Stavrianos, ed. Re
History, pp.

s make a new parallel timeline to show what was
these other places when certain events were taking
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n Western Europe.

Ewing, Our Widening World, pp. 13-18.

Callis, China, Confucian and Communist, pp. 106-114.

Seeger, Pageant of Chinese History, Chapters 5-6.

Schurmann and Schell, eds., The China Reader, Imperial China, p. 42.

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main ideas in their own words. Then discuss: What
you think each of these ideas might have had upon
ty if it were widely accepted by the Chinese people?
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e.g. Eislen and Filler, eds., Human Adventure, Vol. 2, pp. 71-73.

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ings, about Taoism, and about other pre-Buddhist
China (e.g. ancestor cult and animism). Perhaps
ilmstrips on Confuciusism and Taoism. Then discuss:

Ewing, Our Widening World, pp. 16-18.

Stavrianos, ed. Readings in World History, pp. 663-667.

G. Some values are conducive to change; some make change difficult.

S. Sets up hypotheses.

S. Sets up hypotheses.

G. Political revolutions are usually the result of multiple causes.

3. Beginning in 221 B.C., China ente dynastic rule in which the form (empire) was able to survive rev (with several periods of divisio

are conducive to change;
hange difficult.

otheses.

potheses.

revolutions are usually
of multiple causes.

3. Beginning in 221 B.C., China entered a period of dynastic rule in which the form of government (empire) was able to survive revolt after revolt (with several periods of division) until 1912.

What similarities and differences do you notice among these religions? What similarities and differences do you note between these religions of China and any which you have studied earlier? What effects do you think these religions and philosophies (other than Confucianism) would have upon other aspects of Chinese life?

Fitch, Ways of Wors
Life, World's Grea
Yutang, Chinese Wa
89.
Callis, China,Conf
pp. 114-120
Dun J. Li, Ageless
Eisen and Filler,
Adventure, pp
Kuo, Giants of Chi
McNair, ed. China,
Fairbank, U. S. an
Chai and Chai, Cha
China, Ch. 9.
Hu, et. al., China
Creel, Chinese Th
to Mao Tse-t
Bell, The Two Chin
pp. 36-39.
Filmstrip: Confuc
Life.

7. Have pupils look at maps of early China. Ask: What areas would have been most open to attack prior to airplanes? What effect would the lack of physical barriers in these areas be likely to have upon China? Pupils should check their ideas as they do activity #8.

*8. Divide the class into groups to study the different periods of Chinese history from the Ch'in dynasty to (but not including) the Ching dynasty. Each group should fill in material

on how the first

Ewing, Our Wideni
31, 35-37.

ies and differences do you notice among these religions?
ies and differences do you note between these religions
ny which you have studied earlier? What effects do you
ligions and philosophies (other than Confucianism) would
r aspects of Chinese life?

Fitch, Ways of Worship in the Orient.
Life, World's Great Religions.
Yutang, Chinese Way of Life, pp. 82-89.
Callis, China,Confucian and Communist, pp. 114-120
Dun J. Li, Ageless Chinese, Ch. 2.
Eisen and Filler, eds., Human Adventure, pp. 69-71 (Taoism).
Kuo, Giants of China, Ch. 3.
McNair, ed. China, pp. 3-7, 18-28.
Fairbank, U. S. and China, Ch. 4.
Chai and Chai, Changing Society of China, Ch. 9.
Hu, et. al., China, pp. 110-119.
Creel, Chinese Thought from Confucius to Mao Tse-tung (for teachers).
Bell, The Two Chinas (pamphlet), pp. 36-39.
Filmstrip: Confucianism and Toaism, Life.

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t open to attack prior to airplanes? What effect
k of physical barriers in these areas be likely to
na? Pupils should check their ideas as they do

ass into groups to study the different periods of
ry from the Ch'in dynasty to (but not including)
asty. Each group should fill in material
on how the first

Ewing, Our Widening World, pp. 19-31, 35-37.

G. An institution is an interrelated cluster of roles and the attached meanings and values; changes in institutions are consumated by changes in roles and consequently by changes in relations between these members and outsiders. Unless these role relations change, the institution does not change despite changes in the particular people who assume the roles.

G. Ideologies are important for the structure they give to the political system.

G. Some values are conducive to change; some make change difficult.

G. It is unlikely that one could find many genuine autocracies (rule by one) in complex governments; they are likely to be oligarchies.

G. A law or policy must be effectuated and applied; in that process the whole decision-making and influence process goes on again.

G. Persistence of cultural traits may result from a reluctance to change or from lack of conditions which further change.

a. Dynasties rose and fell for man
kinds of reasons; however, the
did not change.

b. Although the government was an
autocratic rule, the autocrat
in a number of ways.

1.) The emperor was dependent u
bureaucracy to carry out hi
emperor could not oversee
scattered officials.

2.) The size of China combined
in transportation and comm
recent times made it diffic
central government to cont
remote places or even to ge
to them in a hurry.

3.) Decrees which violated cus
met by passive resistance
officials, local gentry, a
to enforce such decrees ra
fomenting revolution.

4.) The people thought that th
was responsible for buildi
irrigation and flood contr
for providing relief in ti
famine; they did not expec
in the everyday lives of t
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s on again.

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a reluctance to change
k of conditions which
nge.

a. Dynasties rose and fell for many of the same kinds of reasons; however, the form of government did not change.

b. Although the government was an empire marked by autocratic rule, the autocrat was really limited in a number of ways.

   1.) The emperor was dependent upon a vast bureaucracy to carry out his orders. The emperor could not oversee all of these scattered officials.

   2.) The size of China combined with the difficulties in transportation and communication until recent times made it difficult for the central government to control officials in remote places or even to get new decrees to them in a hurry.

   3.) Decrees which violated custom tended to be met by passive resistance by peasants, local officials, local gentry, and guilds; attempts to enforce such decrees ran the risk of fomenting revolution.

   4.) The people thought that the central government was responsible for building and maintaining irrigation and flood control projects and for providing relief in times of flood and famine; they did not expect it to interfere in the everyday lives of the people except to obtain needed labor and taxes.

ruler came to power, how other rulers in the dynasty became rulers, any reforms instituted by the first ruler, role of citizens in political systems, achievements made during the dynasty, and reasons for the end of the dynasty . Then have one member of each group copy its information in the appropriate place on a large wall chart or on a smaller chart from which a transparency will be made for projection.

Seeger, Pageant o
Chapters 8-1
Dun J. Li, Ageles
Callis, China, Co
Communist, C

Have the class examine the large or projected chart which compares all of these dynasties. Ask: Do you notice anything in common between how these dynasties began? between how they ended? How did rulers after the first rulers get their power? Do you notice anything in common among the early rulers in each dynasty in terms of kinds of reforms undertaken? A Chinese anthropologist has said that Chinese history is marked by "revolt without revolution." What do you think he meant? Would you agree with him? Why or why not? Was the Chinese Emperor during the different dynasties really an example of one-man rule? (Be sure to bring out the many limitations on his rule.) Were your earlier ideas about the most vulnerable frontiers correct? (See activity #7.)

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nk he meant? Would you agree with him? Why or why not?
inese Emperor during the different dynasties really an
f one-man rule? (Be sure to bring out the many limitations
e.) Were your earlier ideas about the most vulnerable
correct? (See activity #7.)

Seeger, Pageant of Chinese History,
Chapters 8-15.
Dun J. Li, Ageless Chinese.
Callis, China, Confucian and
Communist, Chapters 7-8.

5.) Confucian doctrine states tha
must be "moral" and should no
force to impose his will; he
"mandate to heaven" if he use
immoral, or did not take care
thought to be obligations of
government. Thus the powerfu
Confucianism provided a ratio

6.) The built-in right of rebelli
of as a right to overthrow a
dynasty, not as a right to ov
system of government.

S. Compares lengths of periods.

S. Has a sense of the passage of time.

c. China tried constantly to extend
its influence into neighboring ar
fighting off foreign influences.

5.) Confucian doctrine states that the ruler must be "moral" and should not resort to force to impose his will; he lost his "mandate to heaven" if he used force, was immoral, or did not take care of those tasks thought to be obligations of the central government. Thus the powerful influence of Confucianism provided a rationale for revolt.

6.) The built-in right of rebellion was thought of as a right to overthrow a particular dynasty, not as a right to overthrow the system of government.

ngths of periods.

of the passage

c. China tried constantly to extend its borders and its influence into neighboring areas while fighting off foreign influences.

Have pupils examine the class timeline and compare the length of the total period of dynasties with the period of U. S. government since 1789.

Project maps showing the expansion of China under different dynasties.

Maps on empires ca
Callis, *China*
Communist, p.

xamine the class timeline and compare the length
period of dynasties with the period of U. S.
nce 1789.

showing the expansion of China under different

Maps on empires can be found in Callis, China, Confucian and Communist, p. 107.

G. Culture may change by a process of diffusion.

S. Generalizes from data.

A. APPRECIATES AND RESPECTS THE CULTURAL CONTRIBUTIONS OF OTHER COUNTRIES, RACES, AND RELIGIONS.

G. Culture may change by a process of diffusion.

G. Culture may change as a result of innovation from within a society.

S. Looks for relationships among events within one country and within a world-wide time framework.

S. Sets up hypotheses.

S. Tests hypotheses against data.

G. Persistence of cultural traits may result from a reluctance to change or from a lack of conditions which further change.

d. During the 1st century, Buddhi
China from India. It never be
important as Confucianism in t
fluence upon Chinese life, but
gained considerable influence

e. During the 9th to 17th centur
zation was considered very ol
developed a feeling of marked
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e framework.

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nce of cultural traits may
rom a reluctance to change
a lack of conditions which
change.

d. During the 1st century, Buddhism spread to China from India. It never became quite so important as Confucianism in terms of its influence upon Chinese life, but by 800 A.D. it had gained considerable influence in China.

e. During the 9th to 17th centuries, Chinese civilization was considered very advanced. The Chinese developed a feeling of marked superiority. They tried to isolate themselves from much contact with the West and demanded servility from those who traded with them.

*9. Have pupils read about Buddhism and its spread to China. Perhaps show a filmstrip or film on Buddhism. Then have the class compare Buddhism with Confucianism and Taoism.

Ewing, *Our Wideni*
35.
Welty, *The Asians*
and Their De

*10. Have pupils read different articles or books describing: (a) how Westerners who visited China viewed China from 1200 to 1700, and (b) contributions made by China to the rest of the world during this period. Each student should read one article about one of these topics. Then hold a class discussion on the question: How high did the Western Europeans rate the Chinese culture form 1200 to 1700? Why?

Have pupils look at the parallel timeline and consider what they have found out about Chinese culture and European culture at this time. Discuss: If you had been an educated person living in China during this period, how would you have compared our culture with that in Western Europe and Russia? Why?

Stavrianos, ed. *R*
History, pp.
"Selected Reading
Komroff, ed. *Tra*

*11. Now have pupils read different excerpts describing the attitude of the Chinese toward foreigners during the 16th-18th centuries. Discuss: What effects would this attitude have upon trade and upon Chinese society?

See for example:
Readings in
pp. 686-689,
Eisen and Filler,
venture, Vo
Schurmann and Sc
Reader, Imp
pp. 108-113

read about Buddhism and its spread to China. Perhaps
strip or film on Buddhism. Then have the class compare
th Confucianism and Taoism.

Ewing, *Our Widening World*, pp. 31-35.
Welty, *The Asians, Their Heritage and Their Destiny*.

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who visited China viewed China from 1200 to 1700, and
utions made by China to the rest of the world during
. Each student should read one article about one of
s. Then hold a class discussion on the question: How
e Western Europeans rate the Chinese culture form 1200
hy?

look at the parallel timeline and consider what they
out about Chinese culture and European culture at this
uss: If you had been an educated person living in China
period, how would you have compared our culture with that
Europe and Russia? Why?

Stavrianos, ed. *Readings in World History*, pp. 671-682.
"Selected Readings on China."
Komroff, ed. *Travels of Marco Polo*.

pils read different excerpts describing the attitude of
toward foreigners during the 16th-18th centuries.
hat effects would this attitude have upon trade and
e society?

See for example: Stavrianos, ed., *Readings in World History*, pp. 686-689.
Eisen and Filler, eds., *Human Adventure*, Vol. 1, pp. 256-257.

Schurmann and Schell, eds., *China Reader, Imperial China*, pp. 108-113.

S. Sets up hypotheses.

S. Compares lengths of periods or events.

S. Has a sense of the passage of time.

S. Sets up hypotheses.

S. Tests hypotheses against data.

S. Generalizes from data.

G. A given culture is an integrated whole, based on fundamental postulates or values.

G. Some values are conducive to change; some make change difficult.

G. It is unlikely that one could find many genuine autocracies in complex governments.

4. Life in 1700 during the early Mar
the Ching dynasty illustrates the
figuration of "Old" China or "tr
prior to the increase in outside
also illustrates the way in whic
or New Confucianism permeated al
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4. Life in 1700 during the early Manchu period under the Ching dynasty illustrates the cultural configuration of "Old" China or "traditional" China, prior to the increase in outside influences. It also illustrates the way in which Neo-Confucianism or New Confucianism permeated all of Chinese culture and society.

"Selected Readings

12. Have pupils look at the parallel timeline and compare the length of Manchu rule in China with the length of U. S. history since independence.

    Remind pupils that Manchu rule represented foreign rule to the Chinese. Ask: If you had been the Manchu rulers, how would you have tried to control the Chinese who greatly exceeded the numbers of Manchu? Tell pupils to check their ideas against what the rulers actually did as they study life in 1700.

*13. Have pupils read an overview of life in 1700, during the early period of Manchu rule. They should try to identify key aspects of the political system, the social system, the economic system, and the cultural values and postulates. They should also try to decide to what degree the political, social, and economic systems were integrated by the basic values and postulates.

    If there are not enough copies of Ewing's description to go around the class, have some pupils work on this activity, while others are working on individual and small group projects to be presented later in the unit. As those using the Ewings, complete their reading, have them begin to work on individual and small group activities, while the others read the Ewing material.

Ewing, *Our Wideni*
57, describe
More on Neo Confu
found in Cree

"Selected Readings on China."

k at the parallel timeline and compare the length
in China with the length of U. S. history since

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al values and postulates. They should also try to
degree the political, social, and economic systems
d by the basic values and postulates.

Ewing, Our Widening World, pp. 39-57, describes life in 1700.
More on Neo Confucianism can be found in Creel, Chinese Thought.

ot enough copies of Ewing's description to go around
e some pupils work on this activity, while others are
ividual and small group projects to be presented
nit. As those using the Ewings, complete their reading,
n to work on individual and small group activities,
rs read the Ewing material.

G. A law or policy must be effectuated and applied; in that process the whole decision-making and influence process goes on again.

G. Political power is unequally distributed in a population.

G. A given culture is an integrated whole, based on fundamental postulates or values.

G. Families in different societies have different functions and differing emphases upon similar functions.

G. The structure of the family varies from society to society.

G. Whenever things valued by a society are scarce, there will be differential access to and control of these varied and scarce things by sub-groups within the society. These scarce things may be material or non-material.

G. Control of one or a few scarce things may enable a group to get control of other scarce and valued things and thus pyramid their control or power.

G. The more widespread the system of education, the greater the mobility between classes.

After all students have read the material on China in 1700, discuss:

(1) To what extent was political decision-making centralized or shared? What factors affected the decisions of the Manchus to permit many Chinese bureaucrats to continue in office and so share some decision-making? Does the data on the political system support or contradict your earlier hypotheses (#12) about how the Manchus would try to control the Chinese? What role did the ordinary Chinese citizen play in the political system? How did Neo-Confucianism affect the political system?

(2) What was the role of the family in the social system? Was it more, less, or of about equal importance to the family's role in our society? How did the family structure differ from that in Western Europe, the U.S.S.R., and the U. S.? How was the family affected by Neo-Confucianism?

(3) How were classes differentiated in this society? To what extent was social mobility between classes possible? How was status in this society acquired? How was the class structure affected by Neo-Confucianism?

(4) Where would the economic system fit on this triangle diagram for showing different amounts of emphasis upon tradition and reciprocal relationships, upon a market economy, and upon command as a means of resolving basic economic questions of what, how much, and how to produce and how to distribute what is produced? How did the economic system compare with that of the Tsars in Russia? How did the non-agricultural system of production compare with our modern factory system? (What was the difference in how the different factors of production were combined?) How did the system of taxation affect who got what part of the goods and services produced? How was forced labor used in this economic system? How was the economic system affected by Neo-Confucianism?

G. Societies differ in the relative number of ascribed and achieved statuses they provide and the relative emphasis on each.

G. The amount of class conflict is related to the degree of difference among classes, the degree of vertical mobility possible, and the degree to which propaganda is used to arouse or prevent class conflict.

G. The fundamental difference between economic systems is in how and by whom the basic economic decisions over allocation of resources are made, rather than in who owns the resources.

G. Economic systems are usually mixed.

G. In command economies, most of the basic economic decisions are made by the government.

G. By its taxation policies, governments influence who shall get what proportion of certain kinds of output of the economic system.

G. Division of labor and specialization in any mass production system permit reduction of cost per unit produced.

(5) What was the role of China in international affairs at this time? How did China treat other countries or tribal groups which wished to trade with it?

Have pupils look at the parallel timeline once more. Ask: What was happening in Western Europe in this general period? in Russia? How willing do you think people from these areas would be to accept Chinese demands for any such behavior?

(As pupils discuss these questions, have them make a list of the chief characteristics of Chinese society in 1700 so that they can compare that society with Chinese society in later periods. Perhaps have a student prepare a wall chart showing these characteristics in abbreviated form.)

G. Output can be increased by the development of tools and power to replace manpower.

S. Looks for relationships among events within one country and within a world-wide time framework.

S. Generalizes from data.

5. Chinese society developed considerab
despite the great size of the count
of nationalistic feelings. This cul
promoted by a common written languag
philosophy, and by a common family s

G. The existence of culture is dependent upon man's ability to use symbols in communication.

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of culture is
man's ability
in communication.

5. Chinese society developed considerable cultural unity despite the great size of the country and the lack of nationalistic feelings. This cultural unity was promoted by a common written language, by a common philosophy, and by a common family system.

*14. Also discuss: How did Neo or new Confucianism differ from the teachings of Confucius himself? What difference did these variations in beliefs make for Chinese society? To what extent was Neo-Confucianism accepted by the different parts of society? Why was China able to develop considerable homogeneity despite its lack of nationalism and its great size?

15. Have a pupil give an illustrated report on the Chinese language. He should point out the difficulty of learning to write the language, the universality of the written language in all of China, and the different variations in dialects within China.

Stavrianos, Readings in
pp. 661-663.
Yutang, Chinese Way of L
54.
Callis, China, Confucian
pp. 31-34.
Fairbank, The U. S. and
44.

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Stavrianos, Readings in World History, pp. 661-663.

Yutang, Chinese Way of Life, pp. 41-54.

Callis, China, Confucian and Communist, pp. 31-34.

Fairbank, The U. S. and China, pp. 41-44.

G. Control of one or a few scarce, valued things may enable the group to get control of other scarce and valued things and thus pyramid their control. i.e. achieve power.

G. Members of a class can move out of the class by various means and this mobility may be up or down; the degree of vertical mobility varies from society to society.

G. Selective recruitment of bureaucracy may be and often has been responsible for its definition of its political role.

G. Some values are conducive to change; some make change difficult.

S. Evaluates sources of information in terms of completeness of data.

A. APPRECIATES AND RESPECTS THE CULTURAL CONTRIBUTIONS OF OTHER COUNTRIES, RACES, AND RELIGIONS.

S. Generalizes from data.

G. Families in different societies have different functions and differing emphasis upon similar functions.

6. Traditional Chinese society w
strong stratification system
open or permitted more social
many traditional societies.

7. The family system reflected Conf
and had important effects upon ot
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ompleteness of data.

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functions and differing emphasis
ar functions.

6. Traditional Chinese society was marked by a strong stratification system but was also more open or permitted more social mobility than many traditional societies.

7. The family system reflected Confucian philosophy and had important effects upon other aspects of society as well as upon basic personality patterns.

16. Remind students of their conclusions about the possibilities of social mobility as a result of civil service examinations. Point out that one member of the class has made a further study of this examination system. As pupils listen to his report, they should try to decide whether or not their original conclusions should be modified or not.

Have a pupil report on the Civil Service examinations, the degree to which these exams made possible vertical mobility, and the way in which the type of exam affected government administration. (e.g. Were the kinds of things emphasized in the exams important for government officials? What effects would studying for these exams have upon people's attitudes toward tradition and change?) The pupils should also point out the differences in historical interpretation on the degree of social mobility.

Stavrianos, ed., R
History, pp.
Menzel, The Chines
Eisen and Ziller,
Cultures, Vol.
MacNair, ed., China

Have the class compare the stratification system in China during the early part of the 19th century with that in Russia during the same period.

17. Have a group of pupils read further on family life in old China.

Yutang, Chinese Wa
pp. 73-81.

of their conclusions about the possibilities of
as a result of civil service examinations. Point
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tem. As pupils listen to his report, they should
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people's attitudes toward tradition and change?)
ld also point out the differences in historical
on the degree of social mobility.

Stavrianos, ed., Readings in World
History, pp. 668-671.
Menzel, The Chinese Civil Service.
Eisen and Filler, eds., Human Ad-
venture, Vol. 2, pp. 74-76.
MacNair, ed., China, pp. 7-14.

compare the stratification system in China during
of the 19th century with that in Russia during
.

f pupils read further on family life in old China.

Yutang, Chinese Way of Life,
pp. 73-81.

G. Although culture is always changing, certain aspects or elements persist over long periods of time.

G. The structure of the family varies from society to society.

G. All cultures have the nuclear family, even if the ideal combines the nuclear family in a more complex extended family system.

G. Every society provides for a differentiation of status among its members on the dimensions of age and sex plus additional aspects of differentiation.

G. Methods of mate selection vary over time and from one society to another. They are intimately tied up with the position of women, with attitudes toward property, with the stratification of society, and with other aspects of culture.

G. The impact of common patterns of child rearing and many other situations in any culture tend to develop personalities with some common characteristics (modal personalities) different from those in other societies.

Then have them present a symposium on family life in different social classes. They should use autobiographical materials as well as other books. They should note changes in different periods as shown by the books they read. Then discuss:

a. Why was the nuclear family more nearly the norm than the extended family even though the extended family was the ideal form of family?

b. Regardless of whether or not the traditional Chinese family was an extended family or only a nuclear family, how did the family structure (in terms of role relationships) differ from the typical American family? How did marriage selection differ? If you lived in an extended family, why would the Chinese marriage pattern make sense? How else did Chinese attitudes about families differ from those common in this country?

c. What effects did the family system (structure and beliefs about family) have upon the development of personality? Or, suppose you had grown up in the Chinese family system? How do you think you would differ in your values? In the kind of person you would be?

O'Brian, et. al.,
Sociology, pp
Dun J. Li, Ageless
365.
Yutang, My Country
Chapter 5, pp
Schurmann and Sche
Reader, Imper
pp. 37-42, or
Fairbank, U. S. an
42, 52-58, 8

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you would be?

O'Brian, et. al., Readings in General Sociology, pp. 412-415.
Dun J. Li, Ageless Chinese, pp. 359-365.
Yutang, My Country and My People, Chapter 5, pp. 176-182.
Schurmann and Schell, eds., China Reader, Imperial China, pp. 37-42, or
Fairbank, U. S. and China, pp. 28-42, 52-58, 87-94.

G. The impact of common patterns of child rearing and many other situations in any culture tend to develop personalties with some common characteristics (modal personalities) different from those in other societies.

G. Some values are conducive to change; some make change difficult.

G. A given culture is an integrated whole, based on fundamental postulates or values.

G. Family structure may make change difficult.

A. IS CURIOUS ABOUT SOCIAL DATA AND HUMAN BEHAVIOR AND DESIRES TO READ AND STUDY FURTHER IN THE SOCIAL SCIENCES.

A. APPRECIATES AND RESPECTS THE CULTURAL CONTRIBUTIONS OF OTHER COUNTRIES, RACES, AND RELIGIONS.

A. APPRECIATES AND RESPECTS THE CULTURAL CONTRIBUTIONS OF OTHER COUNTRIES, RACES, AND RELIGIONS.

18. Have a mature student read Hsu's *Americans and Chinese*. He should tell the class what this Chinese anthropologist who now lives in America sees as the basic differences in attitudes and values between Chinese and Americans. How does he account for these differences? What effects does he think these differences have upon other aspects of life in China and in the U. S.?

Hsu, *Americans a*

19. A student who is interested in art might prepare a bulletin board display of traditional Chinese art. Discuss with the class: Do these examples of art seem to fit in with any of the important religious or philosophical beliefs of the Chinese? Why? Have the student who has prepared the exhibit explain some of the answers he has found to this question during his investigation.

Use school lib
art depart
library.
Fessler, *China*,

tudent read Hsu's Americans and Chinese. He
class what this Chinese anthropologist who
erica sees as the basic differences in attitudes
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o has prepared the exhibit explain some of the
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Use school library resources or
art department in a public
library.
Fessler, China, Chapter 4.

G. A given culture is an integrated whole, based on fundamental postulates or values.

G. Some values are conducive to change; some make change difficult.

8. Traditional Chinese society failed
organized scientific system or to
western technology and industriali
failure can be traced in part to p
and values.

S. Tests hypotheses against data.

9. A given culture is an integrated
fundamental postulates or values.

culture is an in-
ed whole, based on
ntal postulates or
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alues are conducive to
; some make change difficult.

ypotheses against data.

8. Traditional Chinese society failed to develop an organized scientific system or to keep up with western technology and industrialization. This failure can be traced in part to philosophic ideas and values.

9. A given culture is an integrated whole based on fundamental postulates or values.

Or have the pupil use slides or use an opaque projector to project pictures. He should follow the procedure of asking pupils what relationships they see between this art and the basic values and postulates of the Chinese before he comments on the relationship.

20. Have a pupil who is interested in poetry read selections from Chinese poetry and tell the class about differences and similarities between Chinese and U. S. poetry. How do the differences illustrate the basic differences in attitudes toward society and the world in which we live?

Payne, White P
Yutang, My Cou
Hart, Poems of

*21. Discuss: On the basis of what you have studied so far, why do you think China failed to develop an advanced scientific system and an industrial society when it had shown centuries earlier that it could make such important inventions? After pupils have discussed this question for a time, read aloud quotations from authors such as Fairbanks or Hsu which relate to the question Have pupils try to decide whether or not they agree with these authors.

Fairbanks, The
pp. 47-52
Hsu, The Ameri
pp. 370-3
Callis, China,
Communist

*22. Review the social ranking of merchants in traditional Chinese society. Ask: Suppose you had been such a merchant and had made a fortune. What would you be tempted to do? Why? Tell pupils Turner's description of how such people acted. Then discuss: What effect would such behavior on the part of rich merchants have upon the development of industry in China? Why?

See background
China."
"Selected Read

*23. Hold a summarizing discussion on the following question: "It has been stated that all aspects of society are interrelated

pupil use slides or use an opaque projector to
tures. He should follow the procedure of asking
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and postulates of the Chinese before he comments
tionship.

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s between Chinese and U. S. poetry. How do the
illustrate the basic differences in attitudes
by and the world in which we live?

Payne, White Pony.
Yutang, My Country, pp. 241-258.
Hart, Poems of the Hundred Names.

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Fairbanks, The U. S. and China,
pp. 47-52.
Hsu, The Americans and the Chinese,
pp. 370-378.
Callis, China, Confucian and
Communist, pp. 93-94.

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See background papers on "Communist
China."
"Selected Readings on China."

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ated that all aspects of society are interrelated

G. A given culture is an integrated whole, based on fundamental postulates or values.

a. Confucianism and later Neo-Confuci central philosophy of Chinese and attitudes toward all aspects of so tended to integrate all social ins

b. The type of family and attitude to tended to develop a basic situatio rather than individualism in Chine a result Chinese tended to look fo people and primary groups rather money or getting ahead in the worl

c. The attitude of fitting in with na natural world, rather than change to affect the economic system, development,and scientific develop

G. Culture may change by a process of diffusion.

G. Changes in one aspect of a culture will have effects upon other aspects; changes will ramify, whether they are technological, in social organization, in ideology, or whatever else is a part of the cultural system.

B. During the middle of the 19th century, C much influenced by western contacts. So came as a result of reaction to western some by way of diffusion of ideas and te in technology and industry led to change of life. So did changes in ideas about individual.

re is an integrated
on fundamental postulates

a. Confucianism and later Neo-Confucianism became the central philosophy of Chinese and affected their attitudes toward all aspects of society and tended to integrate all social institutions.

b. The type of family and attitude toward family tended to develop a basic situation mindedness rather than individualism in Chinese culture; as a result Chinese tended to look for security from people and primary groups rather than from acquiring money or getting ahead in the world.

c. The attitude of fitting in with nature or the natural world, rather than conquering it, tended to affect the economic system, technological development, and scientific development.

change by a process
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ne aspect of a culture
ffects upon other aspects;
ramify, whether they
gical, in social organ-
ideology, or whatever
rt of the cultural

B. During the middle of the 19th century, China began to be much influenced by western contacts. Some cultural changes came as a result of reaction to western domination and some by way of diffusion of ideas and technology. Changes in technology and industry led to changes in other aspects of life. So did changes in ideas about the role of the individual.

and held together by people's basic values or attitudes toward life. Do you think that evidence from the traditional Chinese society supports or contradicts this statement?

*24. Have pupils read about the period of growing Western influence and imperialism in China during the 19th century. Discuss: Why was China unable to resist western imperialism? If you had been Chinese, how would you have reacted to Western demands? How did Western civilization influence Chinese civilization?

Seeger, Pagean
pp. 335-3
Bell, The Two
Ewing, Our Wid
Stavrianos, Gl
631.
Armstrong, Chi
Schwartz, Chi

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Seeger, Pageant of Chinese History, pp. 335-345.
Bell, The Two Chinas, pp. 52-61.
Ewing, Our Widening World, pp. 59-67.
Stavrianos, Global History, pp. 630-631.
Armstrong, Chinese Dilemma, Ch. 6.
Schwartz, China, Ch. 4.

A. IS COMMITTED TO THE FREE EXAMINATION OF SOCIAL ATTITUDES AND DATA. SEARCHES ACTIVELY FOR DIFFERENT POINTS OF VIEW AND INTERPRETATIONS.

G. In the international system, inequalities of power only invite the use of some form of coercion.

G. Political revolutions are usually the result of multiple causes.

A. IS SCEPTICAL OF THEORIES OF SINGLE CAUSATION IN THE SOCIAL SCIENCES.

25. A student might prepare several cartoons showing Chinese and English views of the Opium War.

Seeger, *Pageant of*
pp. 322-328.
Dun J. Li, *The Age*
pp. 391-400.
Eisen and Filler,
venture, Vol.
Schurmann and Sche
Reader, Imper
142.

26. Perhaps have a pupil prepare a map showing foreign spheres of influence in China and the loss of certain areas of China in the late 19th century. Now make up a map of the U. S. showing imaginary spheres for equally important areas. Discuss: What would be your reaction to such spheres of influence in the U. S.? If you had been Chinese, how would you have reacted to the actual spheres of influence?

27. Have a good student investigate and report briefly on some of the problems which were facing China internally during the first part of the 19th century. He should discuss such topics as population growth and pressure upon developed resources, the central government's ability to deal with problems of poverty and floods, corruption in the bureaucracy, the rise of war lords, and the weaknesses of emperors.

Discuss: Suppose western countries had not begun to interfere in Chinese affairs. In the light of what you have learned in the past, what might you have expected to have happen in China before too many years? Why?

e.g., Barnett, *Co*
Perspective,
Schurmann and Sch
Reader, Imper
pp. 6-7.
Fairbank, *The U.*
pp. 125-126,

ght prepare several cartoons showing Chinese and
s of the Opium War.

Seeger, *Pageant of Chinese History*, pp. 322-328.
Dun J. Li, *The Ageless Chinese*, pp. 391-400.
Eisen and Filler, eds., *Human Adventure*, Vol. 2, pp. 81-84.
Schurmann and Schell, eds., *China Reader, Imperial China*, pp. 131-142.

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f emperors.

e.g., Barnett, *Communist China in Perspective*, pp. 10-11.
Schurmann and Schell, eds., *China Reader, Imperial China*, pp. 6-7.
Fairbank, *The U. S. and China*, pp. 125-126, 131.

uppose western countries had not begun to interfere in
airs. In the light of what you have learned in the past,
ou have expected to have happen in China before too
Why?

G. Frequently, change introduced from the outside is accepted for a time, with resulting loss of traditional values and conflict between generations. Later, as members of the society discover that they cannot participate fully in the dominant culture (or dominating society), or as they develop feelings of insecurity, they react by developing nativistic movements to reject the foreign culture and restore their old cultural values.

A. IS COMMITTED TO THE FREE EXAMINATION OF SOCIAL ATTITUDES AND DATA. SEARCHES ACTIVELY FOR DIFFERENT POINTS OF VIEW AND INTERPRETATIONS.

3

28. Have pupils read Hung Jen-kan's reform proposals just prior to the Taiping Rebellion. Discuss: How would you think the Americans and other foreigners in China would react to a movement making such suggestions for China? Why? Review what pupils read earlier about the Taiping Rebellion, or have a pupil give a report on this rebellion, adding to what pupils already know about it. Then discuss: Why did the foreign groups in China finally come to the support of the Manchus rather than the reformers? What effects did the rebellion have upon China?

Eisen and Filler,
venture, Vol
(reform prop
Don J. Li, Ageles
406.
Eisen and Filler,
venture, Vol

Have pupils read Scarth's account of punishment in China in the late 1840's. Discuss: Do you think the types of punishment used by the Manchu rulers could have had anything to do with the excesses shown by the rebels during the Taiping Rebellion? Why or why not?

"Selected Reading

29. Several pupils might investigate the Boxer Rebellion. They should then role-play two imaginary situations: (a) a group of foreigners, including an American, who are discussing the revolt and its results, and (b) a group of Chinese who are discussing the revolt and its results.

Fleming, Siege o
Hirschfeld, Fifty
Terror.
Seeger, Pageant o
pp. 345-353

Afterwards hold a class discussion on the causes of the revolt, the reasons for its failure, and the effects of the revolt.

ead Hung Jen-kan's reform proposals just prior to ebellion. Discuss: How would you think the Americans eigners in China would react to a movement making such or China? Why? Review what pupils read earlier about ebellion, or have a pupil give a report on this re- ng to what pupils already know about it. Then discuss: oreign groups in China finally come to the support of ather than the reformers? What effects did the re- upon China?	Eisen and Filler, eds., Human Adventure, Vol. 2, pp. 85-86, (reform propaganda). Don J. Li, Ageless Chinese, pp. 400-406. Eisen and Filler, eds., Human Adventure, Vol. 2, pp. 86-87.
ead Searth's account of punishment in China in the late uss: Do you think the types of punishment used by the could have had anything to do with the excesses shown during the Taiping Rebellion? Why or why not?	"Selected Readings on China."
s might investigate the Boxer Rebellion. They should y two imaginary situations: (a) a group of foreigners, American, who are discussing the revolt and its results, up of Chinese who are discussing the revolt and its	Fleming, Siege of Peking. Hirschfeld, Fifty-five Days of Terror. Seeger, Pageant of Chinese History, pp. 345-353.
ld a class discussion on the causes of the revolt, the ts failure, and the effects of the revolt.	

G. Although culture is always changing, many traits or elements persist over long periods of time.

G. Culture may change through a process of diffusion.

G. Changes in one aspect of a culture will have effects upon other aspects; changes will ramify, whether they are technological, in social organization, in ideology, or whatever else is a part of the cultural system.

*30. Have pupils read Chamberlain's dispatches on the treatment of China by foreigners after the rebellion was put down. Discuss: If you had been Chinese at this time, how would you have reacted to foreigners, including Americans? How would you have felt about missionaries?

"Selected Readings

31. Give pupils a brief summary of the Open Door Policy or have them read brief descriptions of this policy in history textbooks. Then discuss: How do you think Americans would expect the Chinese to view this policy? Why? If you had been living in China at that time, how do you think you would have viewed it? Why?

32. Have a pupil draw cartoons showing the Chinese attitudes toward the West in the early part of the 19th century and in the early part of the 20th century. What changes were there? Why?

33. Have several pupils read biographies or autobiographies of Chinese who report what their lives were like prior to, during, and after the revolution of 1911. Have them present a panel discussion in which they point out ways in which life in China was changing and ways in which changes were related to western influence

Chao, *Autobiography*
Woman.
Suylin, *The Cripple*
Baker, *Sun Yat Sen*
Buck, *The Man Who*

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t their lives were like prior to, during, and after
of 1911. Have them present a panel discussion in
nt out ways in which life in China was changing
ich changes were related to western influence

Chao, Autobiography of a Chinese Woman.
Suylin, The Crippled Tree.
Baker, Sun Yat Sen.
Buck, The Man Who Changed China.

G. Political revolutions are usually the result of multiple causes.

A. IS SCEPTICAL OF THE THEORIES OF SINGLE CAUSATION IN THE SOCIAL SCIENCES.

G. Imperialism, and particularly attitudes of superiority by members of the imperialist country, give rise to feelings of frustration; when combined with the diffusion of nationalistic ideas from other countries, it helps give rise to feelings of nationalism.

A. IS SCEPTICAL OF PANACEAS.

G. Although culture is always changing, certain traits or elements persist over long periods of time.

S. Evaluates sources of information in terms of bias and competency.

C. The new Republic of China failed to
domestic problems or problems which
China's relations with foreign cou
The Japanese invasion and later Worl
the problems of government and hast
the Republic and the establishment o

revolutions are usually
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AL OF PANACEAS.

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bias and competency.

C. The new Republic of China failed to solve either basic domestic problems or problems which the Chinese saw in China's relations with foreign countries (e.g. imperialism). The Japanese invasion and later World War II complicated the problems of government and hastened the downfall of the Republic and the establishment of Communist control.

*34. Have pupils read about the causes and results of the revolution of 1911. They should analyze the differences among those who supported the revolution, the reasons why concessions by the government did not prevent revolution, Sun Yat Sen's ideas and role in the revolution, and the early years of the republic. Discuss: Did the revolution solve the problems facing China?

Bell, *Two Chinas*
Ewing, *This Wider*
Eisen and Filler,
2, pp. 88-89.
Seeger, *Pageant*
pp. 353-361
Dun J. Li, *Agele*
466.

*35. Have a group of students present a symposium on life in China during the 1920's and 1930's. They should discuss: (a) similarities and differences between life in China then and earlier, and (b) the bias and competency of the authors whose books they have used.

Waln, *House of E*
Buck, *The Good E*
Hersey, *A Single*
Su-ling and Cres
Confucius.
Yang, *A Chinese*
Hu, et. al., *Chi*
(family).
Yang, C. K., *Chi*
Society: Th
Village, Pt
Chapter 6.

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y should analyze the differences among those who
revolution, the reasons why concessions by the
d not prevent revolution, Sun Yat Sen's ideas and
evolution, and the early years of the republic.
the revolution solve the problems facing China?

Bell, Two Chinas, pp. 64-67.
Ewing, This Widening World, pp. 67-71.
Eisen and Filler, Human Adventure, Vol. 2, pp. 88-89.
Seeger, Pageant of Chinese History, pp. 353-361.
Dun J. Li, Ageless Chinese, pp. 434-466.

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petency of the authors whose books they have used.

Waln, House of Exile.
Buck, The Good Earth
Hersey, A Single Pebble
Su-ling and Cressy, Daughter of Confucius.
Yang, A Chinese Village.
Hu, et. al., China, pp. 171-173, (family).
Yang, C. K., Chinese Communist Society: The Family and the Village, Pt. II, pp. 17-22 and Chapter 6.

G. Every economic system faces scarcity or a lack of enough productive resources to satisfy all human wants.

G. Living levels in the U. S. are very high compared to those in most countries.

G. Change may come as a result of a process of diffusion.

G. The greatest push to improve levels of living is more likely to come from those above the bottom strata of society than from those at the bottom.

S. Generalizes from data.

36. Have a pupil pretend to be a government investigator sent out by the government in the 1930's and early 40's to investigate peasant conditions. He should write his report.

Or have pupils all read brief excerpts about peasant life during the 1930's and 1940's and about famines during this period.

Stavrianos, Readin
pp. 708-718,
White and Jacoby,
China, pp. 2
176.
C. K. Yang, Chines
Society, Pt.

37. Have pupils read about the development of a Communist movement in China, beginning with Sun Yat Sen's agreement with the Soviet Union, and Chiang Kai Shek's struggle with the Communists. Discuss: Why did Communism make so little progress at first? What finally enabled them to gain more support? Also ask: From what social class did the early Communist leaders come?

Perhaps show the film Mao Tse-tung which describes the Chinese Communist Party up until the time of the Communist victory. Compare the film with the ideas expressed in the readings on the Communist movement.

Seeger, Pageant
pp. 367-375.
Callis, China, C
Communist, (
Kuo, Giants of C
Bell, The Two Chi
Ewing, Our Wideni
74.
Film: Mao Tse-tu
26 min.

38. Have an oral report on Mao Tse-tung's ideas. Discuss: How did Mao differ from Soviet Communist leaders in his ideas about Communism? How did he try to state his ideas in order to keep from alienating western countries and the Chinese people? Does Mao Tse-tung's life support or contradict the Marxian idea about the forces which affect the course of history?

Payne, Mao Tse-tu

tend to be a government investigator sent out by
n the 1930's and early 40's to investigate peasant
should write his report.

ll read brief excerpts about peasant life during
940's and about famines during this period.

Stavrianos, Readings in World History,
pp. 708-718, or
White and Jacoby, Thunder Out of
China, pp. 21-23, 27-32, 166-176.
C. K. Yang, Chinese Communist
Society, Pt. II, Chs. 3-5.

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m with the ideas expressed in the readings on
ovement.

Seeger, Pageant of Chinese History,
pp. 367-375.
Callis, China, Confucian and
Communist, Ch. 14.
Kuo, Giants of China, Ch. 9.
Bell, The Two Chinas, pp. 68-70.
Ewing, Our Widening World, pp. 71-74.

Film: Mao Tse-tung, McGraw-Hill,
26 min.

port on Mao Tse-tung's ideas. Discuss: How did
Soviet Communist leaders in his ideas about
did he try to state his ideas in order to keep
western countries and the Chinese people? Does
life support or contradict the Marxian idea about
h affect the course of history?

Payne, Mao Tse-tung.

G. In the international system, inequalities of power only invite the use of some form of coercion.

G. There are many sources of national power in dealing with other nations. Military capacity is an important factor but not the only one. Differences in population, resources, and economy may be reflected in differences in national power.

G. [illegible] is a community of interdependent nations.

G. Wars have an important economic impact upon people.

G. Wars have an important economic impact upon people.

G. Groups may engage in power conflict; one group tries to dominate another in order to take something from it, such as labor or wealth.

G. Political revolutions are usually the result of multiple causes.

A. IS SKEPTICAL OF THEORIES OF SINGLE CAUSATION IN THE SOCIAL SCIENCES.

39. Show the film War in China: 1932-1945. Afterwards discuss: What effects did the Japanese war in the thirties and later World War II have upon China? upon the Kuomintang's chances for success.

Film: War in
(CBS Tel
Hill, 27

Have several pupils read books about China during World War II. They should add to the class discussion of the questions suggested above.

Lewis, To Be
Scovel, The
Briggs, Daug
White and Ja
China.

40. Show the film The Fall of China which describes the Civil War from 1945 until the Communist victory and presents varying points of view about why the Communists won.

Film: The
Twenti
McGraw

ar in China: 1932-1945. Afterwards discuss:
d the Japanese war in the thirties and later
ve upon China? upon the Kuomintang's chances

Film: War in China: 1932-1945,
(CBS Television film), McGraw-
Hill, 27 min.

pupils read books about China during World War II.
dd to the class discussion of the questions suggested

Lewis, To Beat A Tiger.
Scovel, The Chinese Ginger Jars.
Briggs, Daughter of the Khans.
White and Jacoby, Thunder Out of
China.

The Fall of China which describes the Civil War
il the Communist victory and presents varying points
why the Communists won.

Film: The Fall of China, (CBS
Twentieth Century Series),
McGraw-Hill, 27 min.

S. Rejects post hoc arguments and whole-part falacies.

S. Evaluates sources of information in terms of bias and competency.

S. Evaluates sources of information in terms of completeness of data.

A. IS SCEPTICAL OF THEORIES OF SINGLE CAUSATION IN THE SOCIAL SCIENCES.

A. IS COMMITTED TO THE FREE EXAMINATION OF SOCIAL ATTITUDES AND DATA. SEARCHES ACTIVELY FOR DIFFERENT POINTS OF VIEW AND INTERPRETATIONS.

G. Living levels in the U. S. are very high compared to those in most countries.

G. People's ideas of what constitutes an adequate level of living on one hand or poverty on the other changes as average living levels change and differ from one country to another.

S. Generalizes from data.

41. Prepare a dittoed sheet with conflicting quotations either blaming or defending the State Department and the President for the loss of China to the Communists. Have pupils read these quotations. Discuss the bias of the authors and who they were. Evaluate the arguments in terms of logic.

    Then have a panel present a discussion on the reasons for the Kuomintang loss to the Communists. Was the U. S. to blame? Have the group also discuss the sources of information they have used and the problems they faced in determining how much faith to put in the information they found.

Mehlinger, Re
Loh, The Kuom
    Conquest
Barnett, Comm
    Chapter
Callis, China
    Chapter

Schurmann and
    Republic
    5.

42. Project pictures of life in China during the last years of the Kuomintang and Civil War. Have pupils use them to develop a descriptive list of living levels at the time. They should keep this list and compare it with living levels at the present time as they study economic conditions under the Communists. (See part IV B.) Discuss: Do you think the Chinese viewed these living levels in the same way we do? Why or why not?

Cartier-Bress
    (Plates

43. Have pupils summarize this section of the unit by listing

toed sheet with conflicting quotations either fending the State Department and the President of China to the Communists. Have pupils read ons. Discuss the bias of the authors and who valuate the arguments in terms of logic.

panel present a discussion on the reasons for the ss to the Communists. Was the U. S. to blame? p also discuss the sources of information they d the problems they faced in determining how much in the information they found.

Mehlinger, Readings, pp. 156-164.
Loh, The Kuomintang Debacle of 1949, Conquest or Collapse?
Barnett, Communist China in Perspecti Chapter 1.
Callis, China, Confucian and Communist Chapter 5.

Schurmann and Schell, China Reader, Republican China, Pt. II, Sectior 5.

ures of life in China during the last years of the nd Civil War. Have pupils use them to develop a list of living levels at the time. They should st and compare it with living levels at the present study economic conditions under the Communists. B.) Discuss: Do you think the Chinese viewed levels in the same way we do? Why or why not?

Cartier-Bresson, China, Part one, (Plates 4-13, 21-24).

summarize this section of the unit by listing

G. Although culture is always changing, certain parts or elements may persist over long periods of time.

G. Culture may change by a process of diffusion.

G. Persistence of cultural traits may result from a reluctance to change or from a lack of exposure to conditions which further change.

G. Some values are conducive to change; some make change difficult.

G. Attempts to introduce change may fail if those trying to bring about the change do not try to make changes congruent with existing structures.

S. Identifies value conflicts.

(a) cultural traits which persisted over long centuries within China, (b) those which changed, (c) reasons for the persistence, (d) reasons for the changes.

44. Discuss: What trends in Chinese history made it less difficult for Communists to get control of China, even though Communism is very unlike Confucianism and many Chinese values? (Review with pupils the attitude of the Chinese people under the dynasties toward the "mandate from heaven.") Discuss: Given this basic viewpoint toward rulers, how do you think the Chinese people would react to the Communist take-over and rule? If you had been the new Communist leaders, what aspects of Chinese society and what values and attitudes would you have wanted to see changed? Why? Suggest that pupils try to find out, as they study Communist China, whether or not leaders actually tried to bring about these changes?

OBJECTIVES

For Section on China as a Totalitarian Society

GENERALIZATIONS

1. Totalitarianisms extend the scope of politics far beyond the usual to include almost all aspects of life.

   a. The unity and homogeneity of life which totalitarianism demands is contrary to the pluralism of liberal democracy. (Totalitarianisms cannot tolerate the existence of groups or institutions which may be the source of loyalties which compete with or diminish those of the state.)

      1) One of the major causes of factionalism within a group is the involvement of some of its members in other groups and organizations with competing goals and values.

   b. Totalitarianism finds it impossible to coerce a large population constantly; instead, it coerces indirectly by controlling wills, fears, etc., through the use of symbols, mass media, etc.

      1) Control of political communication is effective control of political behavior.

      2) Effective political communication depends both on technological skills and on the skills of the population.

   c. Since democracy is the
   pectation of the
   to accept the symbols
   if not its substance.

   d. Agencies of politic
   those within the polit
   those without (such
   groups, etc.); in Tot
   systems are unified by
   of this process.

   e. Recent totalitarianism
   symbolized by the poli
   of demanding the full
   the abstraction of the
   ian regime personalizes
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2. Oligarchies have had pers
solving the problem of su
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birth.

   a. There are strains betw
   of dictatorship and th
   of modern industrial s

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of political communication is
he control of political behavior.

ive political communication depends
technological skills and on the
of the population.

c. Since democracy is the chief political expectation of the times, oligarchy has had to accept the symbols and forms of democracy, if not its substance.

d. Agencies of political socialization include those within the political system as well as those without (such as families, social groups, etc.); in fact, totalitarian political systems are marked by governmental dominance of this process.

e. Recent totalitarianisms have often been symbolized by the political leader. Instead of demanding the full and total loyalty to the abstraction of the state, the totalitarian regime personalizes that loyalty in the leader.

2. Oligarchies have had persistent troubles in solving the problem of succession, especially where they have abandoned the succession by birth.

   a. There are strains between the political ideal of dictatorship and the organizational demands of modern industrial society.

3. It is unlikely that one could find many genuine autocracies (rule by one) in complex governments; they are very likely really to be oligarchies. The scope of government and the variety of its clienteles demands a variety of skills that one man does not possess.

    a. Every decision-maker is dependent on advice, knowledge, information, political intelligence, and as a result, those advisors who can provide them have an important base for exerting power and influence on the official.

    b. A law or policy must be effectuated and applied; in that process the whole decision-making process goes on again.

    c. Decison-making in an oligarchy rests with a small group.

4. The contrast between democratic and non-democratic political systems may be looked at as a conflict in basic underlying values.

    a. The community demands order and stability--goals which may be incompatible with the demands of individuals. The continuing attempt to solve the dilemmas of this conflict is the central problem in all political philosophy and in all attempts to create and modify political institutions. In totalitarian countries the individual's rights are sacrificed for the good of the state.

    b. Freedom's relationship t
    close and obvious one; t
    majorities, the competit
    the ability to oppose wh
    supposes, all depend on
    personal freedom.

    c. No country lives up comp
    ideology.

5. Ideology is associated with
political system with the
awareness, involvement and

6. A person's perceptions are
values and ideology.

7. Political power is unevenly
through a population.

8. Struggle may bring togethe
persons and groups; coalit
associations may result wh
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9. Members of any group may j
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ts are sacrificed for the good of the

b. Freedom's relationship to democracy is a close and obvious one; the organization of majorities, the competition in goals, and the ability to oppose which democracy presupposes, all depend on a high degree of personal freedom.

c. No country lives up completely to its ideology.

5. Ideology is associated with those people in the political system with the greatest political awareness, involvement and information.

6. A person's perceptions are affected by his values and ideology.

7. Political power is unevenly distributed through a population.

8. Struggle may bring together otherwise unrelated persons and groups; coalitions and temporary associations may result where pragmatic interest
of the participants are involved.

9. Members of any group may join it for varying reasons, some of which have nothing to do with the goals of the organization.

10. The relative centralization or decentralization of power within political parties is related to the centralization of authority within the political system as a whole.

11. Larger complex bureaucracies result from the growing governmental roles in mature, industrial societies.

12. The political importance of the judiciary depends largely on whether or not it has responsibility for declaring acts of the other two branches unconstitutional.

13. Every economic system faces scarcity or a lack of enough productive resources to satisfy all human wants.

    a. Misallocation of resources costs consumers what they could otherwise have had.

    b. If productive resources are fully employed, investment in capital goods for future production requires some sacrifice in current consumption.

14. Peoples' ideas of what constitutes an adequate level of living on the one hand or poverty on the other varies from country to country.

    a. It is difficult to compare real wages between countries because of differences in the importance of different types of goods for consumers, because of difficulties in assessing the comparative purchasing power of different monetary systems, because of difficulties of estimating cost of living (because of different prices for similar goods), because of the difference in quality of goods, and because of differences in the amount of socialized benefits provided by the different countries.

15. Living levels do not rise u
production grows at a faste
ulation.

16. Capital formation through s
means of increasing product
because it increases produc

17. In all societies, people h
goals. Although some econ
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emphasis upon them.

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    b. People differ in the de
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19. The fundamental differenc
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ties of estimating cost of living
of different prices for similar goods),
of the difference in quality of goods,
use of differences in the amount of
ed benefits provided by the different
es.

15. Living levels do not rise unless output of production grows at a faster rate than population.

16. Capital formation through saving is a major means of increasing production over time because it increases productive capacity.

17. In all societies, people have certain economic goals. Although some economic goals are very much alike, different societies place differing emphasis upon them.

    a. People usually would like to see their economic system provide both economic growth (and so higher levels of living) and stability (and so economic security); however, the emphasis on each goal may differ.

    b. People differ in the degree to which they desire freedom of economic choice (of occupation and/or disposal of income) as a goal of their economic system.

    c. People differ in the degree to which they desire a reduction in inequalities of economic opportunity or income.

18. Wars have an important economic impact upon people.

19. The fundamental difference between economic systems is in how and by whom the basic economic decisions over allocation of resources are made, rather than in who owns the resources.

a. The power to allocate resources is important to the power to control what and how much will be produced.

b. Economic systems are usually mixed, with both public and private ownership and with decisions made both by the government and by consumers.

c. In practice in Communist countries most means of production are owned by the government, although the proportion of government ownership varies.

d. In command economies, most of the basic economic decisions are made by the government.

  1) Even in a centrally-planned economy, economic planners cannot make all of the decisions as to all of the details of what, how much, and how things shall be produced.

  2) Both centralized and decentralized economic planning have advantages and disadvantages in terms of the rational use of resources to achieve the major goals of planning for an entire economy.

e. Most economic systems are in the process of constant change.

20. Whenever things valued by a society are scarce, there will be differentiated access to and control of these valued and scarce things by sub-groups within the society.

21. Societies differ in the degr
mobility between classes whi

a. The more widespread the s
the greater the vertical

22. Although culture is always c
traits or elements persist c
of time.

a. Culture may change as the

b. People usually do not di
trait completely; they a
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ic systems are in the process of
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gs valued by a society are scarce,
differentiated access to and control
ed and scarce things by sub-groups
ciety.

21. Societies differ in the degree of social mobility between classes which is possible.

    a. The more widespread the system of education, the greater the vertical mobility.

22. Although culture is always changing, certain traits or elements persist over long periods of time.

    a. Culture may change as the result of diffusi

    b. People usually do not discard a culture trait completely; they are more likely to fit it into new situations.

    c. Even when a major reorganization of a society takes place (such as a revolution), not all of the culture is completely modified.

    d. Some values are conducive to change; some make planned change difficult.

    e. Changes in one aspect of a culture will hav effects on other aspects; changes will ramify whether they are technological, in social organization, in ideology, or whatever else is a part of the cultural system.

23. A given culture is an integrated whole, based upon fundamental postulates or values.

ATTITUDES

1. Values procedural safeguards of those accused of crimes.
2. Supports freedom of thought and expression.
3. Scepticism of single-factor causes in the social studies.
4. Scepticism of panaceas.

SKILLS

The broad skill toward which teaching is ultimately directed is underlined. A specific aspect of a skill is in plain type.

1. Attacks problems in a rational manner.
    a. Identifies and defines problems.
    b. Sets up hypotheses.
2. Is skilled in locating information.
    a. Uses Reader's Guide to Periodical Literature.
3. Gathers information effectively.
    a. Reads for main ideas.
    b. Interprets tables and graphs.
    c. Draws inferences from tables and graphs.
    d. Interprets cartoons.
4. Evaluates information.
    a. Checks on the bias and c
    and on the completeness
    b. Looks for points of agre
    among witnesses and auth
    c. Detects inconsistencies.
    d. Identifies inconsistenc
5. Analyzes and organizes inf
conclusions.
    a. Categorizes data.
    b. Applies previously-lear
    generalizations.
    c. Tests hypotheses agains
    d. Generalizes from data.

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nferences from tables and graphs.

d. Interprets cartoons.

4. Evaluates information.

   a. Checks on the bias and competency of authors and on the completeness of data.

   b. Looks for points of agreement and disagreement among witnesses and authors.

   c. Detects inconsistencies.

   d. Identifies inconsistencies.

5. Analyzes and organizes information and draws conclusions.

   a. Categorizes data.

   b. Applies previously-learned concepts and generalizations.

   c. Tests hypotheses against data.

   d. Generalizes from data.

S. Applies previously-learned concepts and generalizations.

G. People usually do not discard a culture trait completely; they are more likely to fit it into new situations.

G. Totalitarianisms extend the scope of politics far beyond the usual to include almost all aspects of life.

S. Identifies and defines problems.

S. Generalizes from data.

S. Applies previously-learned concepts and generalizations.

S. Sets up hypotheses.

IV. China is a totalitarian society

A. The political system is an oligarchy
aspects of the society.

1. The Communist Party controls the
system; it, in turn, is controlle
elite.

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IV. China is a totalitarian society

A. The political system is an oligarchy which controls all aspects of the society.

1. The Communist Party controls the totalitarian system; it, in turn, is controlled by the Communist elite.

1. Before pupils begin their study of Communist China, have them make a list of things they might expect to find true of the economic, social, and political systems after the Communists came to power. Discuss: Would you expect these systems to be exactly the same in China as in the Soviet Union? Why or why not? Suggest that pupils check their ideas as they study the next part of this unit.

2. Have a group of pupils assume the roles of some of the Communist leaders who have just led the successful revolution and established a new government in China. They should discuss the problems which face them.

3. Discuss: (a) What advantages did the Communist Party in China have over that in the Soviet Union when they first seized power? (Be sure to discuss the administrative experience they had had in Chinese provinces before they took control.) (b) What disadvantages did the Communist leaders have?

4. Project a diagram showing how the Chinese government works in theory. Discuss: If the Communist government is similar to that in the Soviet Union, how would you expect this government to operate? Have pupils try to find out if they are correct as they read about the political system.

e.g. See simp
Stavrian
Man, p.

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ngs they might expect to find true of the economic,
olitical systems after the Communists came to power.
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d out if they are correct as they read about the political

e.g. See simple diagram in Stavrianos, Global History of Man, p. 605.

S. Reads for main ideas.

S. Generalizes from data.

G. The relative centralization or decentralization of power within political parties is related to the centralization or decentralization of authority within the political system as a whole.

a. The party is organized under the democratic centralism; the decisi organs are binding upon members

S. Interprets tables and graphs.

G. Larger complex bureaucracies result from the growing governmental roles in mature, industrial societies.

b. The Party has increased rapidly although it is still an elite or the largest Communist Party in t ain ideas.

from data.

e centralization
lization of power
tical parties is
the centralization
lization of authority
political system

a. The party is organized under the principle of democratic centralism; the decisions of higher organs are binding upon members of lower organs.

tables and graphs.

lex bureaucracies result
owing governmental roles
industrial societies.

b. The Party has increased rapidly in size since 1945; although it is still an elite organization, it is the largest Communist Party in the world.

5. Have pupils read about the political system of Communist China. They should look for similarities and differences between it and the Soviet political system.

Bell, Two Chin
Barnett, Commu
pp. 12-20
Stavrianos, Gl
pp. 604-6
Barnett, Comm
Chapter
Durdin, Mao's
Swisher, Chin

6. Read aloud the statement from the Communist Party Member's Textbook that "the individual obeys the organization, the minority obeys the majority, the lower ranks obey the higher ranks, branch organizations unitedly obey the Central Committee." Discuss: What does this statement seem to imply about the organization and power structure in the Chinese Communist Party? In the final analysis, who exercises the power in the Communist Party? How are the leaders chosen?

Have a pupil look up: (a) the provision in the Constitution about how frequently the National Party Congress is supposed to meet, (b) the provision in the Party's Constitution about how frequently the Central Committee is supposed to meet, (c) the number of times each has met since 1950. Report his findings to the class.

Lewis, Commu
and Cha
pp. 8-9
For actual w
Constit
Major D
China,

Project a chart showing the organization of the Communist Party. Have pupils indicate the way in which line of authority should be drawn to show the flow of power.

e.g. Stavria
p. 605.

7. Project a table showing the growth in the size of the Communist Party. Discuss: Why do you think the leaders decided to expand membership after getting control of the country? What problems do you think might arise from such expansion of membership?

Hu, et. al.

ead about the political system of Communist China.
ook for similarities and differences between it
t political system.

Bell, Two Chinas, pp. 85-99.
Barnett, Communist China (pamphlet), pp. 12-20.
Stavrianos, Global History of Man, pp. 604-608, 621-622.
Barnett, Communist China and Asia, Chapter 2.
Durdin, Mao's China, pp. 12-22.
Swisher, China, Chs. 6-7.

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Committee is supposed to meet, (c) the number of times
t since 1950. Report his findings to the class.

Lewis, Communist China: Crisis and Change, (pamphlet), pp. 8-9.
For actual wording of the Party's Constitution, see Lewis, ed. Major Doctrines of Communist China, pp. 127, 130, 131.

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how the flow of power.

e.g. Stavrianos, Global History, p. 605.

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scuss: Why do you think the leaders decided to expand
after getting control of the country? What problems
nk might arise from such expansion of membership?

Hu, et. al., China, p. 523.

S. Sets up hypotheses.

S. Interprets tables and graphs.

S. Draws inferences from tables and graphs.

S. Sets up hypotheses.

G. Struggle may bring together otherwise unrelated persons and groups; coalitions and temporary associations may result where pragmatic interests of the participants are involved.

G. Members of any group may join it for varying reasons, some of which have nothing to do with the goals of the organization.

S. Categorizes data.

S. Sets up hypotheses.

1) The size was increased to care
to direct political, social an

2) This rapid expansion has creat
for the party.

a) This rapid increase has mea
the men recruited for the p
competent to perform their
particularly difficult to r
educated Chinese because of
level of the masses of peop
attracted to the party.

b) A rapid increase in members
ment of members to importan
economic posts has meant th
attracted careerists and no
This means that some of the
important administrators ma
as earlier members.

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reasons, some of which
to dò with the goals
ization.

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theses.

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1) The size was increased to care for the need for people to direct political, social and economic activities.

2) This rapid expansion has created serious problems for the party.

   a) This rapid increase has meant that some of the men recruited for the party may not be so competent to perform their jobs; it has been particularly difficult to recruit enough educated Chinese because of the low educational level of the masses of people who would be attracted to the party.

   b) A rapid increase in membership and the assignment of members to important political and economic posts has meant that the party has attracted careerists and not just idealists. This means that some of the party members and important administrators may not be so loyal as earlier members.

(Set up hypotheses.)

Tang, *Communist C*
pp. 106-108
Lewis, ed., *Majo*
Communist C

8. Analyze figures on membership in the Communist Party in terms of percentages of peasant backgrounds. Discuss: How does this figure compare with that in the Soviet Communist Party? How easy do you think it would have been when the Communists took over for peasants to perform the political and economic administrative tasks needed by the government? If you had been the Party's leaders in the early 1950's, how would you have treated the businessmen, technicians, college professors, and teachers who were not Party members but who had not opposed the Party? Why?

See above.

9. Ask each student to pretend that he had lived in China in the early 1950's. He should write a brief paragraph on the following topic: Why I Tried to Join the Communist Party?

Read aloud several of these paragraphs. Then have a committee prepare a list of the reasons cited in all of the papers. They should organize them under different categories. Discuss: Suppose many Chinese became members for these reasons. What effects might this have had upon the Party?

otheses.)

Tang, Communist China Today,
pp. 106-108 (figures).
Lewis, ed., Major Doctrines of
Communist China, pp. 112-113.

ires on membership in the Communist Party in terms of
of peasant backgrounds. Discuss: How does this figure
n that in the Soviet Communist Party? How easy do you
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rnment? If you had been the Party's leaders in the
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See above.

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them under different categories. Discuss: Suppose many
ecame members for these reasons. What effects might this
upon the Party?

S. Tests hypotheses against data.

S. Generalizes from data.

G. Ideology is associated with those people in the political system with the greatest political awareness, involvement and information.

G. Decision-making in an oligarchy rests with a small group.

S. Identifies inconsistencies.

c. Policy decisions are made by the
Party; some of them are then le
turned into law by the governme
dictates of the Party.

theses against data.

es from data.

is associated with those
the political system
greatest political aware-
olvement and information.

-making in an oligarchy
th a small group.

es inconsistencies.

c. Policy decisions are made by the top organs of the Party; some of them are then legitimized by being turned into law by the government organs at the dictates of the Party.

10. Have two pupils assume the roles of Communist Party leaders who are discussing the need for and methods of carrying out a party rectification campaign and Three Anti-Campaign. They should include a discussion of the problems arising from rapid expansion of a party membership and a discussion of the pros and cons of the Soviet system of liquidation by force as against attempts to persuade.

Barnett, Commun

Now quote sections of Tang Hsiao-p'ings's comments on the need to reform Party members and his conclusions about how it may be done.

Lewis, ed., Ma
Communist

11. Quote the Chinese Communists on the meaning of the term "party cadres." Discuss: What would you expect to have true about the selection and training of such members? Quote Chinese sources again on the training and selection of such members and Party members in general.

Have pupils read the statement in the Chinese People's Daily for Jan. 12, 1957 on why the Party should require approval of marriage partners for Party members. Discuss: How would you feel if your political party demanded such control over you? Do you think the Chinese, with their traditions, would react in the same way? Why or why not?

Tang, Communis
120.
For general
Lewis, ed
Communist
(Party Co
Lewis, Major
China, pp

12. Have pupils read article 22 of the constitution which states that "The National People's Congress" is the sole organ exercising the legislative power of the state. Discuss: Do you think that this is true in practice?

"Selected Rea

ls assume the roles of Communist Party leaders who g the need for and methods of carrying out a party campaign and Three Anti-Campaign. They should in- ssion of the problems arising from rapid expansion embership and a discussion of the pros and cons of stem of liquidation by force as against attempts to	Barnett, Communist China, Ch. 3.
ctions of Tang Hsiao-p'ings's comments on the need to members and his conclusions about how it may be done.	Lewis, ed., Major Doctrines of Communist China, pp. 40-41.
inese Communists on the meaning of the term "party scuss: What would you expect to have true about the d training of such members? Quote Chinese sources training and selection of such members and Party members	Tang, Communist China Today, pp. 118 120. For general membership, see: Lewis, ed. Major Doctrines of Communist China, pp. 121-122, (Party Constitution provisions. Lewis, Major Doctrines of Communist China, pp. 163-164.
read the statement in the Chinese People's Daily for 57 on why the Party should require approval of marriage Party members. Discuss: How would you feel if your rty demanded such control over you? Do you think the h their traditions, would react in the same way? Why	
read article 22 of the constitution which states that al People's Congress" is the sole organ exercising the power of the state. Discuss: Do you think that this practice?	"Selected Readings on China."

S. Interprets tables and graphs.

G. Political power is unevenly distributed through a population.

G. Decision-making in an oligarchy rests with a small group.

S. Generalizes from data.

S. Identifies inconsistencies.

G. Decision-making in an oligarchy rests with a small group.

G. It is unlikely that one could find many genuine autocracies (rule by one) in complex governments; they are very likely really to be oligarchies. The scope of government and the variety of its clienteles demands a variety of skills that one man does not possess.

d. The Communists have a system of
under which top leaders of the pa
offices in the government structu
Communist Party members are the l
organizations. The Communist Par
people responsible for carrying
economic, and social plans.

e. The structure of government is p
the party; those below take orde

tables and graphs.

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king in an oligarchy
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a small group.

kely that one could find
ne autocracies (rule by
mplex governments; they
ikely really to be
s. The scope of govern-
he variety of its clienteles
variety of skills that one
ot possess.

d. The Communists have a system of duplicating personnel under which top leaders of the party occupy leading offices in the government structure and army, and Communist Party members are the leaders of mass organizations. The Communist Party also chooses the people responsible for carrying out political, economic, and social plans.

e. The structure of government is parallel to that of the party; those below take orders from the top.

13. Have a pupil prepare a chart to show the way in which Communist Party leaders hold jobs in the Chinese government. Discuss in class. Be sure to point out the relationship of the Party to the army as well as the to other government positions.

Discuss: How does this relationship between Party and government officials compare with the situation in the U. S.?

Tang, Communist
pp. 186-191

14. Have pupils read article 28 in the Constitution which gives the National People's Congress the right to remove a number of people, including the chairman and the vice-chairman from office. Discuss: Does this mean that the Congress really exercises the major power in China? Why or why not?

"Selected Read

15. Once again project the chart showing the organization of the Chinese government. Place a piece of acetate over it, and ask a pupil to draw in arrows to show how he thinks the government lines of control actually run. Now ask him to draw in another square to show where the lines of authority come from from outside the government (the people? The Communist Party as a whole? the top leaders of the Communist Party?)

16. Quote several authorities on the role of Mao in the Chinese political system as compared with the role of Stalin in the Soviet system. Compare it with the role of the present Soviet leaders. Discuss: Suppose Mao

prepare a chart to show the way in which Communist
hold jobs in the Chinese government. Discuss in
re to point out the relationship of the Party to
ell as the to other government positions.

does this relationship between Party and govern-
s compare with the situation in the U. S.?

Tang, Communist China Today, pp. 186-191 provides data.

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ple's Congress the right to remove a number of people,
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"Selected Readings on China."

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arty?)

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ompared with the role of Stalin in the Soviet system. Compare
role of the present Soviet leaders. Discuss: Suppose Mao

G. Every decision-maker is dependent on advice, knowledge, information, political intelligence, and as a result, those advisors who can provide them have an important base for exerting power and influence on the official.

G. A law or policy must be effectuated and applied; in that process the whole decision-making process goes on again.

G. Since democracy is the chief political expectation of the times, oligarchy has had to accept the symbols and forms of democracy, if not its substance.

f. China is really a one-party cou
the minor parties are controlle
Party and elections are not rea

G. Larger complex bureaucracies result from the growing governmental roles in mature, industrial societies.

S. Generalizes from data.

G. Freedom's relationship to democracy is a close and obvious one; the organization of majorities, the competition in goals, and the ability to oppose which democracy presupposes, all depend on a high degree of personal freedom.

sion-maker is de-
advice, knowledge,
on, political intelli-
as a result, those
ho can provide
an important base
ing power and influence
ficial.

policy must be effectuated
ed; in that process the whole
making process goes on

ocracy is the chief
expectation of the
igarchy has had to
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mplex bureaucracies
om the growing govern-
les in mature, industrial

es from data.

relationship to democracy is a
obvious one; the organization of
es, the competition in goals, and
ty to oppose which democracy pre-
all depend on a high degree of
freedom.

f. China is really a one-party country since the the minor parties are controlled by the Communist Party and elections are not really freely contested.

does have as much power as Stalin did. Would it be correct to call China an oligarchy or an autocracy? Why or why not? (Discuss the power of important advisors and even of all of the Communist leaders in the field.)

17. Discuss: Since there are several minor parties in China, such as the Kuomintang Revolutionary Committee, the Democratic League, and the National Reconstruction Association, why has Communist China been called a one-party political system?

    After pupils have developed possible reasons, have a pupil give a report on these parties and their role in China. Then discuss: Would you agree or disagree with the statement that China is a one-party political system? Why?

Hu, et. al., *Chin*
Tang, *Communist C*
pp. 166-183.

18. Have a pupil give a report on Chinese elections. Then discuss: How do elections in China compare with those in the U.S.S.R.? with those in the U. S.?

Barnett, *Communis*
312.
Kimmond, *No Dogs*
176.
Hu, et. al., *Chi*

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oligarchy or an autocracy? Why or why not?
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nal Reconstruction Association, why has Communist
lled a one-party political system?

Hu, et. al., China, pp. 191-193.
Tang, Communist China Today, pp. 168-183.

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ions in China compare with those in the U.S.S.R.?
n the U. S.?

Barnett, Communist China, pp. 310-312.
Kimmond, No Dogs in China, pp. 175-176.
Hu, et. al., China, pp. 203-206.

S. Generalizes from data.

G. Since democracy is the chief political expectation of the times, oligarchy has had to accept the symbols and forms of democracy, if not its substance.

S. Evaluates information in terms of bias and competency of authors and completeness of data.

2. Because of a number of limitati
government and because of the U
ions to Red China, it is diffic
information about China.

S. Uses Reader's Guide To Periodical Literature.

S. Evaluates information in terms of bias and competency of authors and completeness of data.

s from data.

cracy is the chief
expectation of the times,
has had to accept the
d forms of democracy,
substance.

information in terms
nd competency of authors
eteness of data.

er's Guide To Periodical
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information in terms
nd competency of authors
eteness of data.

2. Because of a number of limitations set up by the government and because of the U. S. travel restrictions to Red China, it is difficult to get accurate information about China.

19. Quote Mao Tse-tung (from On People's Democratic Dictatorship) about dictatorship in Communist China. Discuss: Why do the Communist leaders bother with forms of democratic government? How does his point of view compare with that of early Bolshevist leaders in Russia?

Walker, China Unde
p. 24, or se
Lewis, ed., Major
Communist Ch

20. Have a group of pupils read discussions of the problems of obtaining accurate information about Communist China. They should tell the class about the problems.

Time, Jan. 27, 1
Snow, Other Side
Chapter 65.
Barnett, Communi
pp. 3-6.
Karol, China, Th
pp. 22-25.

21. Have all pupils read either a book or a number of magazine articles dealing with Red China. If they are reading articles, they should try to read articles about a variety of subjects from different magazines, and over a period of years. Before they begin, review use of Reader's Guide.

Also discuss the kinds of questions which pupils should try to answer as they read the books and articles. (Include questions related to the political, economic, and social systems and foreign policy. Let pupils suggest the kinds of questions to consider as they read the materials.) Review with pupils the kinds of questions they should ask as they evaluate books, pamphlets and articles on China. Have each pupil write a brief evaluation of at least one book or article which deals with Communist China.

See bibliography

Use Reader's Gui

tung (from On People's Democratic Dictatorship)
ship in Communist China. Discuss: Why do the
ers bother with forms of democratic government?
oint of view compare with that of early Bolshevist
sia?

Walker, China Under Communism,
p. 24, or see:
Lewis, ed., Major Doctrines of
Communist China, pp. 34-35.

f pupils read discussions of the problems of ob-
ate information about Communist China. They should
s about the problems.

Time, Jan. 27, 1967, pp. 21-22.
Snow, Other Side of the River,
Chapter 65.
[illegible], Communist China (pamphlet),
pp. 3-6.
Karol, China, the Other Communism,
pp. 22-25.

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d over a period of years. Before they begin, review
's Guide.

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y read the books and articles. (Include questions
e political, economic, and social systems and foreign
pupils suggest the kinds of questions to consider as
e materials.) Review with pupils the kinds of questions
sk as they evaluate books, pamphlets and articles on
each pupil write a brief evaluation of at least one
cle which deals with Communist China.

See bibliography.

Use Reader's Guide.

S. Looks for points of agreement and disagreement among witnesses and authors.

S. Evaluates information in terms of bias and competency of authors and completeness of data.

G. The community demands order and stability--goals which may be incompatible with the demands of individuals. The continuing attempt to solve the dilemmas of this conflict is the central problem in all political philosophy and in all attempts to create and modify political institutions. In totalitarian countries the individual's rights are sacrificed for the good of the state.

3. In spite of constitutional guaran
lacks basic political liberties.

oints of agreement
ement among witnesses
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nformation in terms
competency of authors
eness of data.

ty demands order and
goals which may be in-
with the demands of
. The continuing
solve the dilemmas of
ct is the central problem
tical philosophy and
mpts to create and
tical institutions. In
n countries the individual's
sacrificed for the good
e.

3. In spite of constitutional guarantees, China lacks basic political liberties.

22. Hold a general class discussion in which pupils are asked to consider what they have just read as it relates to the Communist Party and government. Discuss: Do your books and articles support or contradict what you had learned earlier about the role of the Communist Party in the Chinese political system? about how leaders are chosen? and about the power structure in the political system? (Leave a discussion of the "cultural revolution" as related to party control until later.)

    As pupils discuss differences among their books, ask: What was the bias of your author? How do you know? Does bias help account for differences among books? Are there any points on which your authors apparently agreed despite differences in points of view? What difficulties did your authors have in acquiring as complete information as they wished?

    Also discuss: How does Mao view the relationship of party leaders to the peasants? How does he try to keep the leaders from becoming too much of an elite group with special privileges and separated from the masses of the people? How successful did your authors consider these attempts?

23. Have pupils read Article 19 and Articles 85-103 on the rights and duties of citizens and the way in which the government will preserve security.

    "Selected Readings

    Discuss: How do these articles compare with the rights guaranteed in our Constitution? in the Soviet Constitution? On the basis of what you have read so far, do you think that these guarantees are carried out in practice?

:lass discussion in which pupils are asked to
ney have just read as it relates to the Communist
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munist Party in the Chinese political system?
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elite group with special privileges and separated
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attempts?

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zens and the way in which the government will preserve

"Selected Readings on China."

do these articles compare with the rights guaranteed
tution? in the Soviet Constitution? On the basis of
read so far, do you think that these guarantees are
n practice?

G. The contrast between democratic and non-democratic political systems may be looked at as a conflict in basic underlying values.

A. VALUES PROCEDURAL SAFEGUARDS OF THOSE ACCUSED OF CRIMES.

G. The political importance of the judiciary depends largely on whether or not it has responsibility for declaring acts of the other two branches unconstitutional.

S. Checks on the completeness of data.

a. The Chinese government has use
of controlling citizens and ma
own power; however, the terro
complete as in the Soviet Unic
put much more emphasis upon "
"persuasion" or "brainwashing

a. The Chinese government has used terror as a means of controlling citizens and maintaining their own power; however, the terror has never been so complete as in the Soviet Union. The leaders have put much more emphasis upon "reform" through "persuasion" or "brainwashing."

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between democratic and
c political systems
at as a conflict in
ing values.

URAL SAFEGUARDS OF
OF CRIMES.

l importance of
y depends largely
r not it has re-
for declaring acts
two branches un-
al.

the completeness

24. Have pupils read an account of a Chinese trial as written later by a Chinese eyewitness. Let them discuss some of the questions suggested by Mehlinger in his introduction to the account. Also discuss: How typical do you think this trial was in the period when it took place? (Have pupils discuss this question on the basis of their other readings.) Do you think this kind of trial would be common today? Why or why not? (Again, draw upon pupils' other reading.)

Mehlinger, *Totali*
86.

25. Have a pupil give a more extended report on "struggle meetings" as a way of punishing opponents of the Communist regime.

Stevenson, *Fellow*
pp. 55-60.
FuSheng, *The*
Flowers, pp.
Walker, *China Und*
pp. 45, 135-
Walker, *China Und*
pp. 12, 188-
Loh, *Escape from*

26. Have a pupil give a report on the judicial system in Communist China. Discuss: How important is the judicial system in the Chinese political system?

Read aloud or have a pupil tell about the difficulties Kimmond had in China in trying to find out how many Chinese had been put to death for opposing the regime or sent to labor reform. What statistics did he get from Chou En-lai?

Hu, et. al., *Chi*
Tang, *Communist*
259.
Kimmond, *No Dogs*
183.

an account of a Chinese trial as written
e eyewitness. Let them discuss some of the
ed by Mehlinger in his introduction to the
cuss: How typical do you think this trial
when it took place? (Have pupils discuss
the basis of their other readings.) Do you
f trial would be common today? Why or why
w upon pupils' other reading.)

Mehlinger, Totalitarianism, pp. 80-86.

e a more extended report on "struggle meetings"
ching [illegible] of the Communist regime.

Stevenson, Yellow Wind, Chapter 10,
pp. [illegible]-300.
FuSheng, The Wilting of the Hundred
Flowers, pp. 159-162.
Walker, China Under Communism,
pp. 45, 135-137, 216-220.
Walker, China Under Communism,
pp. 12, 188-194, 135-138.
Loh, Escape from Red China.

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l system?

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opposing the regime or sent to labor reform.
did he get from Chou En-lai?

Hu, et. al., China, pp 231-236.
Tang, Communist China Today, pp. 247-
259.
Kimmond, No Dogs in China, pp. 181-
183.

G. The contrast between democratic and non-democratic political systems may be looked at as a conflict in basic underlying values.

G. The community demands order and stability--goals which may be incompatible with the demands of individuals. The continuing attempt to solve the dilemmas of this conflict is the central problem in all political philosophy and in all attempts to create and modify political institutions. In totalitarian countries the individual's rights are sacrificed for the good of the state.

A. VALUES PROCEDURAL SAFEGUARDS FOR THOSE ACCUSED OF CRIMES.

G. Totalitarianism extends the scope of politics far beyond the usual to include almost all aspects of life.

G. Totalitarianism finds it impossible to coerce a large population constantly; instead, it coerces indirectly by controlling wills, fears, etc., through the use of symbols, mass media, etc.

27. Now have a pupil give a report on what Chinese regulations and official pronouncements indicate about forced labor in China. He should include an account of the way in which regulations came after the practice. He should also discuss the importance placed upon ideological reform (including the failure to release prisoners at the end of their terms if they are not reformed) and how those not yet sentenced can be put in forced labor. He should compare the Chinese and Soviet systems of forced labor and point out the limitations of data available on the Chinese system.

Barnett, Communis
Walker, China Und
pp. 220-228.
Snow, The Other S
Chs. 47-48.
Tang, Communist C
pp. 276-280.

28. Have several pupils assume the roles of Chinese at the time of the "Five Anti Campaign," as they discuss the purposes of the campaign and the results.

Barnett, Communis

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acements indicate about forced labor in China.
e an account of the way in which regulations
practice. He should also discuss the importance
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e end of their terms if they are not reformed)
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re the Chinese and Soviet systems of forced labor
he limitations of data available on the Chinese

Barnett, *Communist China*, Ch. 4.
Walker, *China Under Communism*, pp. 220-228.
Snow, *The Other Side of the River*, Chs. 47-48.
Tang, *Communist China Today*, pp. 276-280.

pils assume the roles of Chinese at the time of
Campaign," as they discuss the purposes of the
e results.

Barnett, *Communist China*, Ch. 12.

G. Totalitarian political systems are marked by government dominance of political socialization.

G. The contrast between democratic and non-democratic political systems may be looked at as a conflict in basic underlying values.

G. The community demands order and stability--goals which may be incompatible with the demands of individuals. The continuing attempt to solve the dilemmas of this conflict is the central problem in all political philosophy and in all attempts to create and modify political institutions. In totalitarian countries the individual's rights are sacrificed for the good of the state.

29. Have several pupils present a panel discussion on brainwashing in Communist China.

Barnett, Communist

30. Have a pupil give a brief report on the use of secret police, public security committees, and the army to maintain internal control.

Tang, Communist C
pp. 443-449.

pils present a panel discussion on brainwashing in .	Barnett, *Communist China*, Ch. 9.
ive a brief report on the use of secret police, public ttees, and the army to maintain internal control.	Tang, *Communist China Today*, pp. 443-449.

G. Totalitarianism cannot tolerate the existence of groups or institutions which may be the source of loyalties which compete with or diminish those to the state.

G. The contrast between democratic and non-democratic political systems may be looked at as a conflict in basic underlying values.

S. Applies previously-learned concepts and generalizations to new data.

S. Generalizes from data.

G. Freedom's relationship to democracy is a close and obvious one; the organization of majorities, the competition in goals, and the ability to oppose which democracy presupposes, all depend on a high degree of personal freedom.

b. The government experiment in
widespread criticism quickly

ianism cannot tolerate the of groups or institutions be the source of loyalties pete with or diminish those ate.

ast between democratic and ratic political systems oked at as a conflict in erlying values.

reviously-learned concepts alizations to new data.

es from data.

relationship to democracy e and obvious one; the ion of majorities, the on in goals, and the ability which democracy presupposes, d on a high degree of personal

b. The government experiment in permitting fairly widespread criticism quickly came to an end.

31. Have a pupil tell the class about the way in which the Communist government has treated religious groups in China.

Fu-Sheng, Wilting
Flowers, pp.
Clark, Impatient G
Snow, Other Side o
Chapter 72.

32. Read aloud Mao's statement that: "To put it bluntly, it was necessary to bring about a brief reign of terror . . . . To right a wrong, exceed the proper limits. Wrong cannot be righted unless proper limits are exceeded."

Remind pupils of the Confucian point of view which was widely accepted by the Chinese people about the use of force by rulers. Discuss: Does this tradition seem to have affected the policies of Communist leaders in China? How does Communist China compare with the Soviet Union in terms of the degree of violence used against opponents? In terms of the attempts to persuade people to support Communist aims?

33. Have a pupil report on the Hundred Flowers Period and the way in which it was ended. Discuss: Does what happened indicate that the people of China are ready to revolt against the Communist government? Why or why not?

Fu-Sheng, Wilting
Flowers, pp
Snow, Other Side
Chapters 50
Jacobs and Baerwa
Communism,

l the class about the way in which the Communist
reated religious groups in China.

Fu-Sheng, Wilting of the Hundred
Flowers, pp. 162-163.
Clark, Impatient Giant.
Snow, Other Side of the River,
Chapter 72.

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Fu-Sheng, Wilting of the Hundred
Flowers, pp. 166-173.
Snow, Other Side of the River,
Chapters 50-53.
Jacobs and Baerwald, eds., Chinese
Communism, pp. 78-104.

A. SUPPORTS FREEDOM OF THOUGHT AND EXPRESSION.

A. VALUES PROCEDURAL SAFEGUARDS FOR THOSE ACCUSED OF CRIMES.

G. Freedom's relationship to democracy is a close and obvious one; the organization of majorities, the competition in goals, and the ability to oppose which democracy presupposes, all depend on a high degree of personal freedom.

S. Sets up hypotheses.

G. Totalitarianisms find it impossible to coerce a large population constantly. Instead, it coerces indirectly by controlling wills, fears, etc. through the use of symbols, mass media, etc.

G. Effective political communication depends both on technological skills and on the skills of the population.

c. In "Cultural Revolution" Mao made
and young "Red Guards" to purge p
and leaders, intellectuals, many
remnants of the capitalist class.

4. The Communists have tried to win ove
and develop a consensus in support o
indoctrination in the schools, facto
institutions, by control of the
purposes of indoctrination, and by co
and study groups. They have tried t
propaganda more effective by develop
and emphasizing mass participation i
groups. They have also tried to mak
use propaganda by trying to raise li

DOM OF THOUGHT AND

RAL SAFEGUARDS
SED OF CRIMES.

tionship to democracy
obvious one; the organ-
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the ability to oppose
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gh degree of personal

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ms find it impossible
rge population con-
ead, it coerces in-
ntrolling wills,
rough the use of
media, etc.

tical communication
n technological skills
ils of the population.

c. In "Cultural Revolution" Mao made use of the army and young "Red Guards" to purge party members and leaders, intellectuals, many bureaucrats, and remnants of the capitalist class.

4. The Communists have tried to win over popular acceptance and develop a consensus in support of the regime by indoctrination in the schools, factories, and other institutions, by control of the mass media for purposes of indoctrination, and by control of the arts and study groups. They have tried to make this propaganda more effective by developing mass groups and emphasizing mass participation in these study groups. They have also tried to make it easier to use propaganda by trying to raise literacy.

34. Call upon those students who have read books and articles which have dealt with the "Cultural Revolution" to serve as the class specialists on this topic. Ask: What is meant by the "Cultural Revolution?" What groups were purged? What groups did Mao use in this purge? What methods did they use? To what extent did this purge use physical force against the purged? What problems arose because of the "Cultural Revolution?" What dangers did Mao face when he unleashed the "Red Guards" during this purge?

e.g. Karol, *China,*
pp. 26-32 and
Lewis, *Communist Ch*
Change, pp. 40
Portisch, *Red China*

35. Have pupils summarize what they have learned so far about ways in which the Communist oligarchy maintains its control. Discuss: In light of what you learned about the U.S.S.R., what other techniques would you expect them to use? Why?

36. Project a table showing the increase in educational facilities and people in school from 1949 to 1958. Discuss: Why do you think the Communist leaders wished to increase educational facilities? What effects might the increase have?

Hu, et. al., *Chin*

udents who have read books and articles which
e "Cultural Revolution" to serve as the class
s topic. Ask: What is meant by the "Cultural
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e.g. Karol, China, The Other Communism, pp. 26-32 and Ch. 4.
Lewis, Communist China: Crisis and Change, pp. 40-50.
Portisch, Red China Today, Ch. 34.

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t oligarchy maintains its control. Discuss:
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you expect them to use? Why?

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from 1949 to 1958. Discuss: Why do you think the
wished to increase educational facilities? What
increase have?

Hu, et. al., China, p. 542.

G. Agencies of political socialization include those within the political system as well as those without (such as mass media, social groups, etc.); in fact, totalitarian political systems are marked by governmental dominance of this process.

S. Evaluates information in terms of bias and competency and completeness of data.

G. Control of political communication is effective control of political behavior.

S. Looks for points of agreement and disagreement among witnesses and authors.

S. Generalizes from data.

S. Interprets cartoons.

Have several pupils present a symposium on Chinese education in Communist China. After pupils have discussed the educational system, they should discuss the differences in interpretations which they have found in books. Have pupils evaluate these books in terms of bias and competency, completeness of information, etc.

Chandra-Sekhar, *Red C*
Asian View, Ch.
Hu, et. al., *China*, C
Snow, *Other Side of t*
Ch. 30.
Yen, *The Umbrella Gar*
Labin, *The Anthill*.
Adams, *Contemporary C*
317.

37. Have a pupil give a report on the way in which the Communists in China use the mass media for propaganda and control. Discuss: Did the books which the rest of you read support or contradict the conclusions presented in this report? How does the Chinese use of mass media compare with the Soviets' use of mass media?

Barnett, *Communist C*

38. Project some of the cartoons used in China for propaganda purposes. Compare them with some of the U. S. cartoons about China.

Walker, *China Under*
between pp.

s present a symposium on Chinese education
. After pupils have discussed the educational
d discuss the differences in interpretations
und in books. Have pupils evaluate these
bias and competency, completeness of information,

Chandra-Sekhar, Red China: An
Asian View, Ch. 5.
Hu, et. al., China, Ch. 20.
Snow, Other Side of the River,
Ch. 30.
Yen, The Umbrella Garden.
Labin, The Anthill.
Adams, Contemporary China, pp. 253-
317.

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s media for propaganda and control. Discuss:
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resented in this report? How does the Chinese
compare with the Soviets' use of mass media?

Barnett, Communist China, Chs. 6-7.

the cartoons used in China for propaganda purposes.
n some of the U. S. cartoons about China.

Walker, China Under Communism,
between pp. 198-199.

G. Recent totalitarianisms have often been symbolized by the political leader. Instead of demanding the full and total loyalty to the abstraction of the state, the totalitarian regime personalizes that loyalty in the leader.

G. Totalitarianisms find it impossible to coerce a large population constantly. Instead, it coerces indirectly by controlling wills, fears, etc. through the use of symbols, mass media, etc.

G. Totalitarian political systems are marked by government dominance of political socialization.

G. Totalitarianism cannot tolerate the existence of groups or institutions which may be the source of loyalties which compete with or diminish those to the state.

39. Have pupils read some of the praise of Mao which illustrates the "cult of personality." Discuss the reasons for trying to set up such a cult.

Jacobs and Baerwald,
Communism, pp. 1

40. Have a group of pupils present a [illegible] entitled "Political Organization and Party [illegible] as a [illegible] Political Control."

Barnett, Communist C
Chapter 8.
Callis, China, Confu
Communist, pp.
Fu-Sheng, Wilting of
Flowers, pp. 15
Hu, et. al., China,

41. Have several pupils role-play a meeting in which Chinese people were brought to volunteer their services for jobs which the Communist leaders wanted done. Afterwards, have the pupils tell the class some [illegible] of the many kinds of "movements" to keep the people [illegible] and doing work.

Fu-Sheng, Wilting of
Flowers, pp. 17
Walker, China Under
Chapter 4.

of the praise of Mao which illustrates the
' Discuss the reasons for trying to set up

Jacobs and Baerwald, eds., Chinese Communism, pp. 133-144.

[illegible] 's Political Organ-
[illegible] Political Control."

Barnett, Communist China, pp. 48-52, Chapter 6.
Callis, China, Confucian and Communist, pp. 317-319.
Fu-Sheng, Wilting of the Hundred Flowers, pp. 154-159.
Hu, et. al., China, pp. 193-196.

role-play a meeting in which Chinese people
[illegible] their [illegible] for jobs which the
[illegible]. Afterwards, have the pupils
[illegible] of the many kinds of "movements"
[illegible].

Fu-Sheng, Wilting of the Hundred Flowers, pp. 173-176.
Walker, China Under Communism, Chapter 4.

S. Checks on the bias and competency of authors and on the completeness of data.

A. SUPPORTS FREEDOM OF THOUGHT AND EXPRESSION.

G. Members of any group may join it for varying reasons, some of which have nothing to do with the goals of the organization.

S. Generalizes from data.

S. Looks for points of agreement and disagreement among witnesses and authors.

G. Culture may change as the result of diffusion.

5. The Communist Party controls people
it has become the main avenue to per
within the society. It controls job
people must become party members to
means that the Party drains off the
and ambitious people who might other
leaders of an opposition.

6. The Communist government has been ab
greater national unity and support f
than did the government of Republica
Manchu Dynasty during its last centu

as and competency
n the completeness

OF THOUGHT AND

group may join it
sons, some of which
do with the goals
tion.

data.

of agreement and
ng witnesses and

ge as the result

5. The Communist Party controls people in part because it has become the main avenue to personal success within the society. It controls jobs, and ambitious people must become party members to advance. This means that the Party drains off the most energetic and ambitious people who might otherwise become leaders of an opposition.

6. The Communist government has been able to develop greater national unity and support for the regime than did the government of Republican China or the Manchu Dynasty during its last century of control.

42. Have a pupil give a report on the "Communist Party and Medicine and Science in China." He should compare accounts of different observers as to what effect Communist control has had, and he should evaluate these books as sources of information for the class.

Clark, Impatient Gia
Snow, Other Side of
Chs. 41-42.
Adams, ed., Contempo
pp. 297-311.

43. Remind the class of the paragraphs they wrote earlier in the unit describing why they would join the Communist Party if they lived in China.

Discuss: What effect would the desire by energetic Chinese to join the Communist party in order to get ahead have upon the possibility for developing effective opposition groups? Why?

44. Discuss: What have you found in your books about the extent to which the Communist leaders have been able to develop a feeling of national unity and support for the regime?

Have pupils read the account by Townsend. Then discuss: Does the data which you have found in other books seem to support or contradict Townsend's conclusions?

"Selected Readings

45. Discuss: Where did the Chinese Communists get many of their ideas about changing the political system of China? Compare the Chinese and Soviet political systems in more detail. Also have pupils analyze the Chinese political system in terms of Marxian ideology.

a report on the "Communist Party and Medicine
ina." He should compare accounts of different
at effect Communist control has had, and he
ese books as sources of information for the

Clark, Impatient Giant, Ch. 10.
Snow, Other Side of the River,
Chs. 41-42.
Adams, ed., Contemporary China,
pp. 297-311.

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y and support for the regime?

"Selected Readings on China."

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he political system of China? Compare the Chinese
ical systems in more detail. Also have pupils
ese political system in terms of Marxian ideology.

G. No country lives up completely to its ideology.

S. Generalizes from data.

G. Wars have an important economic impact upon people.

B. The Chinese government (and so the
controls the economic system; it makes
decisions which are worked out by the
economy.

G. Every economic system faces scarcity or a lack of enough productive resources to satisfy all human wants.

G. Totalitarianisms extend the scope of politics far beyond the usual to include almost all aspects of life.

G. Economic systems are usually mixed, with both public and private ownership and with decisions made by both the government and by consumers.

1. The government owns or controls almos
means of production.

ves up completely
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rom data.

important economic
eople.

: system faces
lack of enough
sources to sat-
n wants.

sms extend the scope
ar beyond the usual
most all aspects of

ems are usually mixed,
lic and private owner-
decisions made by both
t and by consumers.

B. The Chinese government (and so the Communist Party) controls the economic system; it makes the economic decisions which are worked out by the market in our economy.

1. The government owns or controls almost all of the means of production.

45. Discuss: What economic problems did China face when the Communists took over? Given the fact that the new government was Communist, what particular tasks would the leaders wish to accomplish which another type of government would not have set as goals?

Have a pupil make a chart comparing the estimated per capita income in U. S., China and Britain as late as 1952, three years after the Communists finally defeated the Kuomintang. (e.g. China about $33; U. S. some 45 times as much; Britain some 20 times as much.) Have pupils examine the chart. Ask: What does this chart indicate as one problem faced by the new government?

Chandra Sekhar, Red

Review with pupils what they learned about the Soviet economic system. Suggest that they try to compare it with the Chinese system as they read about the economic system of China. Now have them read different pamphlets and books. Suggest that as they read, they compare what they have read in other books and articles with these accounts.

Bell, Two Chinas,
Barnett, Communist
pp. 21-37.
Chang, China, Devel
pp. 22-79.
Stavrianos, Global
pp. 626-627,
Durdin, Mao's China
Wilcox, Economics
Barnett, Communist

47. Read aloud article 8 from the Chinese Constitution. This article deals with protection of ownership of land by peasants. Discuss: On the basis of what you have read so far, do you think this article is carried out in practice? Have pupils list on the board

"Selected Readings

conomic problems did China face when the Communists
the fact that the new government was Communist,
asks would the leaders wish to accomplish which
government would not have set as goals?

Chandra Sekhar, Red China, p. 163.

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read in other books and articles with these accounts.

Bell, Two Chinas, pp. 99-107.
Barnett, Communist China (pamphlet),
pp. 21-37.
Cheng, China, Development by Force,
pp. 22-79.
Stavrianos, Global History of Man,
pp. 626-627, 631-636.
Durdin, Mao's China, pp. 31-42.
Wilcox, Economics of the World, Ch. 4.
Barnett, Communist China, Chs. 15-19.

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ection of ownership of land by peasants. Discuss:
what you have read so far, do you think this
ied out in practice? Have pupils list on the board

"Selected Readings on China."

S. Detects inconsistencies.

a. At first the government redistribu
larger landowners to other peasant
however, it forced peasants into c
and then into communes in which mo
is held by the commune under the d
the government. Peasants are perm
very small plots of their own, alt
right was abolished for a time.

b. At first the government took over
and major means of production but
some private ownership; however, t
were forced to give the government
so primary control over the compan
this partnership is to end with co
ment ownership.

S. Generalizes from data.

c. By controlling means of production
also has more control over the liv
within the country.

S. Generalizes from data.

G. In practice in Communist countries most means of production are owned by the government, although the proportion of government ownership varies.

G. The fundamental difference between economic systems is in how

2. The government, under the control of
Party leaders, controls production th
of central planning, although at time
system has been so decentralized as t
down. Moreover, the planning of deta
been so centralized at the national l
U.S.S.R.

nsistencies.

rom data.

rom data.

n Communist countries
f production are owned
ment, although the
f government ownership

al difference be-
c systems is in how

a. At first the government redistributed land from larger landowners to other peasants; gradually, however, it forced peasants into cooperatives and then into communes in which most of the land is held by the commune under the direct control of the government. Peasants are permitted to work very small plots of their own, although even this right was abolished for a time.

b. At first the government took over banking facilities and major means of production but left "capitalists" some private ownership; however, these capitalists were forced to give the government stock and so primary control over the companies. Gradually, this partnership is to end with complete government ownership.

c. By controlling means of production, the government also has more control over the lives of the people within the country.

2. The government, under the control of the Communist Party leaders, controls production through a system of central planning, although at times this planning system has been so decentralized as to almost break down. Moreover, the planning of details has never been so centralized at the national level as in the U.S.S.R.

and describe the different steps China went through in its policies toward the peasants' ownership and control of la
Discuss: How can you account for these different policies.

48. Have pupils read article 10 of the Chinese Constitution. This article deals with protection of property of capitalists. Discuss: On the basis of what you have read so far, do you think that this article has been carried out in practice?

"Selected Readings

Now read aloud article 13 of the Constitution. How can the Communists use this article to get around some of the earlier articles safeguarding property?

49. Discuss: What effect does government control of and/or ownership of the means of production have upon the ability of the party to control the people? Why?

50. Discuss: How does the Chinese economic system compare with the Soviet economic system in terms of ownership? How decisions are made?

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"Selected Readings on China."

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uarding property?

effect does government control of and/or ownership
f production have upon the ability of the party to
ople? Why?

does the Chinese economic system compare with the
c system in terms of ownership? How decisions are

and by whom the basic economic decisions over allocation of resources are made, rather than in who owns the resources.

G. In command economies, most of the basic economic decisions are made by the government.

G. Capital formation through saving is a major means of increasing production over time because it increases productive capacity.

S. Draws inferences from tables.

S. Draws inferences from tables.

G. If productive resources are fully employed, investment in capital goods for future production requires some sacrifice in current consumption.

a. The top leaders set up the goals fo
system. They decide in general te
emphasis shall be on the production
goods, as against producers' goods,
goods as against non-military goods
of investment needed in terms of th
economic growth. Like the Soviet l
Chinese leaders have emphasized hea
in order to achieve fast rates of e

b. The government sets prices on consu
as to restrict consumption, make a
obtain the forced savings needed fo
of investment. By setting wages an
prices, the government determines h
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in current consumption.

a. The top leaders set up the goals for the economic system. They decide in general terms what the emphasis shall be on the production of consumers' goods, as against producers' goods, industrial goods as against non-military goods, and the rate of investment needed in terms of the goal of economic growth. Like the Soviet leaders, the Chinese leaders have emphasized heavy industry in order to achieve fast rates of economic growth.

b. The government sets prices on consumer goods so as to restrict consumption, make a profit, and obtain the forced savings needed for a high rate of investment. By setting wages and salaries and prices, the government determines how different parts of the population will share in the output of the economic system.

51. Have pupils list the accomplishments of the Reconstruction Period and the purposes of the First Five Year Plan. Briefly discuss the main jobs of the planners.

Project a table showing grain production in Communist China from 1949 to 1958. Discuss: What does this table show about Communist accomplishments in agriculture during the First Five Year Plan?

A table on 1949 to
found in Hu,
p. 534. Or
Wu, The Econ
China.

Project tables showing changes in industrial production during this same period. Discuss: How effective was the First Five Year Plan in increasing production? How did the plan compare with Russia's First Five year plan in terms of emphasis upon heavy industry? What help did China get from the U.S.S.R. during this period?

Wu, The Econ
China,

52. Have a pupil prepare a chart showing investment rates in China during this period. Have the class examine the chart. Discuss: How did China manage to invest at such a high rate? Since consumer consumption was kept low, how did the government motivate workers to produce more?

See data for a ch
Economy of C
pp. 89, 91.

the accomplishments of the Reconstruction Period of the First Five Year Plan. Briefly discuss the planners.

howing grain production in Communist China from iscuss: What does this table show about Communist in agriculture during the First Five Year Plan?

A table on 1949 to 1958 can be found in Hu, et. al., *China*, p. 534. Or see p. 138 in Wu, *The Economy of Communist China*.

owing changes in industrial production during this cuss: How effective was the First Five Year Plan duction? How did the plan compare with Russia's plan in terms of emphasis upon heavy industry? What t from the U.S.S.R. during this period?

Wu, *The Economy of Communist China*, p. 110.

e a chart showing investment rates in China during the class examine the chart. Discuss: How did to invest at such a high rate? Since consumer con- how did the government motivate workers to

See data for a chart in Wu, *The Economy of Communist China*, pp. 89, 91.

G. The contrast between democratic and non-democratic political systems may be looked at as a conflict in basic underlying values.

G. Changes in one aspect of a culture will have effects on other aspects; changes will ramify whether they are technological, in social organization, in ideology, or whatever else is a part of the cultural system.

A. SCEPTICISM OF SINGLE-FACTOR CAUSES IN THE SOCIAL SCIENCES.

A. SCEPTICISM OF PANACEAS.

3. Much of the investment in China has at the expense of the farmers who w communes. The leaders tried to rev life but have had to backtrack some

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political systems may
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SINGLE-FACTOR CAUSES
SCIENCES.

PANACEAS.

3. Much of the investment in China has been financed at the expense of the farmers who were forced into communes. The leaders tried to revolutionize peasant life but have had to backtrack some.

53. Now tell the class that they will examine the period of the Great Leap Forward by looking first at the establishment of communes and then at other aspects of the period. Remind pupils that this period came as Soviet Russia reduced economic aid.

Have a group of students present a panel discussion on "Chinese Communes: How successful Have They Been?" The panel should discuss the reasons for establishing communes, how the communes differed from the cooperatives and from Soviet collectives, how the labor was used in non-agricultural pursuits, how the communes interfered with old patterns of family life, the problems which arose in production, the reasons for them, changes made in the communes, and predictions about what will happen in the future. The pupils should also discuss the problems of obtaining information about the communes and should note the wide divergence of opinion about them.

After the panel has completed its presentation, discuss: To what extent did books which the rest of you read support or contradict the conclusions of this panel? How were the communes used to try to support industrialization? How did village life differ in the communes from that in pre-Communist China? Why do you think many peasants opposed communes? Suppose the communes were restored once more in the form they took when first developed. What effect would they have upon basic Chinese values and attitudes, including those concerning family life?

Chang, Development
C. K. Yang, Chines
Chandra-Sekhar, Re
6.
Snow, The Other Si
Chs. 55-59.
Jacobs and Bae
pp. 109-132.
Tang, Communist Ch
Karol, China, the
Ch. 2.
Stavrianos,
pp. 722-723.
Koningsberger, Lov
China, Ch. 12
Roper, The Surpris
pp 41-55, Ch
Portisch, Red Chi
MacFarquhar, ed. C
pp. 119-143.

Perhaps show those parts of the filmstrip which deals with communes. Have pupils discuss the different frames in terms of the living levels indicated, accuracy, and completeness of data from which to generalize.

Filmstrip: China:
McGraw-Hill.

ss that they will examine the period of the Great
looking first at the establishment of communes and
spects of the period. Remind pupils that this period
Russia reduced economic aid.

students present a panel discussion on "Chinese
successful Have They Been?" The panel should discuss
establishing communes, how the communes differed from
s and from Soviet collectives, how the labor was used
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om, changes made in the communes, and predictions about
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munist China? Why do you think many peasants opposed
pose the communes were restored once more in the form
first developed. What effect would they have upon
alues and attitudes, including those concerning family

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th communes. Have pupils discuss the different frames
e living levels indicated, accuracy, and completeness
hich to generalize.

Chang, Development by Force.
C. K. Yang, Chinese Communist Society.
Chandra-Sekhar, Red China, Chs. 1-2, 6.
Snow, The Other Side of the River. Chs. 55-59.
Jacobs and Baerwald, Chinese Communism, pp. 109-132.
Tang, Communist China Today, Ch. 10.
Karol, China, the Other Communism, Ch. 2.
Stavrianos, Readings on World History, pp. 722-723.
Koningsberger, Love and Hate in China, Ch. 12.
Roper, The Surprising Country, pp 41-55, Chs. 23-25.
Portisch, Red China Today, Ch. 4.
MacFarquhar, ed. China Under Mao, pp. 119-143.

Filmstrip: China: Life in the Country, McGraw-Hill.

G. Some values are conducive to change; some make planned change difficult.

G. Although culture is always changing, certain traits or elements persist over long periods of time.

S. Looks for points of agreement and disagreement among sources of information.

G. Misallocation of resources costs consumers what they could otherwise have had.

G. The contrast between democratic and non-democratic political systems may be looked at as a conflict in basic underlying values.

4. During the Great Leap Forward the le
small-scale industries which can uti
reservoirs of labor in an attempt to
scarce capital. These small-scale i
sometimes wasted materials and labor

5. The Chinese Communists were able to
mendous economic growth during its F
Plan and the next year or so; howeve
Leap Forward was an attempt to incr
rapidly that resources were wasted,
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has never had such detailed plans as
Soviet Union, and much of this kind
down during the Great Leap Forward.

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of resources costs
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ues.

4. During the Great Leap Forward the leaders promoted small-scale industries which can utilize the vast reservoirs of labor in an attempt to make up for scarce capital. These small-scale industries have sometimes wasted materials and labor.

5. The Chinese Communists were able to achieve tremendous economic growth during its First Five Year Plan and the next year or so; however, the Great Leap Forward was an attempt to increase growth so rapidly that resources were wasted, people were exhausted, and economic growth slowed down. China has never had such detailed plans as those in the Soviet Union, and much of this kind of planning broke down during the Great Leap Forward.

54. Have a pupil pretend to be a Canadian reporter who interviews a number of Chinese peasants during the early days of land reform and again after the establishment of communes. He should write up his reports for a newspaper.

55. Have a pupil prepare a Rip Van Winkle story about a Chinese peasant who fell asleep in 1900 and woke up in 1963 in a commune. He should describe changes and his reactions to them.

56. Show the film Face of Red China. Discuss the problems facing the Communist government, ways in which the government has tried to cope with these problems. How does film compare with what pupils have read in books and articles? What does it show about the Great Leap Forward?

Film: Face of Red C
Hill, 54 min.

57. Quote Mao Tse-tung's promise of "Three years of tremendous effort and then a thousand years of happiness." Now have a pupil report on other aspects of The Great Leap Forward. He should discuss its purposes, what was attempted, and the degree of success which it had. He should also discuss the problems of evaluating Chinese statistics and the conclusions of authors about the effects of the Great Leap Forward in agriculture and industry.

Jacobs and Baerwald,
Communism, pp.
Snow, Other Side of
pp. 209-211, Ch
Walker, China Under
pp. 118-120.
Wu, Economy of Comm
teachers)

end to be a Canadian reporter who interviews a
peasants during the early days of land reform
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ms. How does film compare with what pupils have
l articles? What does it show about the Great

Film: Face of Red China, McGraw-
Hill, 54 min.

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and years of happiness." Now have a pupil report
of The Great Leap Forward. He should discuss its
as attempted, and the degree of success which it
also discuss the problems of evaluating Chinese
he conclusions of authors about the effects of
orward in agriculture and industry.

Jacobs and Baerwald, eds., Chinese
Communism, pp. 105-ff.

Snow, Other Side of the River,
pp. 209-211, Chs. 23-24.

Walker, China Under Communism,
pp. 118-120.

Wu, Economy of Communist China (for
teachers)

G. Every economic system faces scarcity or a lack of enough productive resources to satisfy all human wants.

G. The power to allocate resources is important to the power to control what and how much will be produced.

S. Evaluates information in terms of bias and competency of authors and in terms of completeness of data.

G. Even in a centrally-planned economy, economic planners cannot make all of the decisions as to all of the details of what, how much, and how things shall be produced.

G. Most economic systems are in the process of constant change.

G. Both centralized and decentralized economic planning have advantages and disadvantages in terms of the rational use of resources to achieve the major goals of planning for an entire economy.

S. Generalizes from data.

6. As a result of the problems which
Great Leap Forward, Chinese leader
the type of economic planning used
of some of the goals for the immed

mic system faces
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from data.

6. As a result of the problems which arose under the Great Leap Forward, Chinese leaders have modified the type of economic planning used and the priority of some of the goals for the immediate future.

Discuss: On the basis of what you have read and heard, why did the Communists run into serious difficulties in carrying out the Great Leap Forward?

58. Have a good student use the chart in Schurmann to present a short report on changes in economic planning from the First Five Year Plan, to the Great Leap Forward, to changes following the Great Leap. Afterwards, discuss: How has economic planning in China compared with that in the Soviet Union? What economic problems would arise if there were to be a purge of intellectuals and bureaucrats?

Schurman, "Economi
Political Pow
China," in Se
China and the
Sept., 1963 i
of the Americ
Political and

Also discuss: On the basis of the books and other materials which you have read, what can you conclude about shifts in priority of economic goals?

e basis of what you have read and heard, why did
run into serious difficulties in carrying out
Forward?

dent use the chart in Schurmann to present a short
es in economic planning from the First Five Year
eat Leap Forward, to changes following the Great
ds, discuss: How has economic planning in China
hat in the Soviet Union? What economic problems
there were to be a purge of intellectuals and

Schurman, "Economic Policy and Political Power in Communist China," in Selin, ed., *Communist China and the Soviet Bloc*, Sept., 1963 issue of the *Annals of the American Academy of Political and Social Science*.

On the basis of the books and other materials which
what can you conclude about shifts in priority of

Generalizes from data.

S. Generalizes from data.

G. Living levels do not rise unless output of production grows at a faster rate than population.

G. It is difficult to compare real wages between countries because of differences in the importance of different types of goods for consumers, because of difficulties in assessing the comparative purchasing power of different monetary systems, because of difficulties of estimating cost of living (because of different prices for similar goods), because of the difference in quality of goods, and because of differences in the amount of socialized benefits provided by the different countries.

G. Peoples' ideas of what constitutes an adequate level of living on the one hand or poverty on the other varies from country to country.

7. The Communists seem to have solved t
outright starvation in China, but ma
been common until recently despite l
of food abroad. Chinese economic gr
much greater than in some countries
with population growth, if levels o
to drop.

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7. The Communists seem to have solved the problem of outright starvation in China, but malnutrition has been common until recently despite large purchases of food abroad. Chinese economic growth must be much greater than in some countries just to keep up with population growth, if levels of living are not to drop.

59. Discuss: What have you found out from your reading about how factories are operated today? about working conditions for factory workers? Do these factory workers seem better or less well off from a material standpoint than the peasants living on communes?

60. Have a pupil compare economic growth in China under Communism with economic growth in the U.S.S.R. under the early five year plans. Which grew more rapidly? Why? Why doesn't the level of living of the people grow more rapidly in China, considering the great economic growth?

Mende, China and E
pp. 258-260.

61. Now hold a discussion on the basis of pupils' earlier readings in books, pamphlets, and articles. Ask: What has happened to levels of living in China? How do they compare with pre-Communist control? with levels of living in other countries we have studied, including the U. S.? What are the crucial problems which China is facing in trying to raise levels of living? (Discuss problem of getting savings when levels of living are so low and problem of raising levels of living when population is increasing at such a rapid rate.

See also table in
Communist Chi

Project photographs of China to illustrate different aspects of economic life in China today. Ask: What do these pictures illustrate about levels of living?

For photographs, s
China, Part I
Myrdahl, Chinese J
Ribound, The Three
Karol, China, The
photo inserts

e you found out from your reading about how
ated today? about working conditions for
Do these factory workers seem better or less
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re economic growth in China under Communism with
the U.S.S.R. under the early five year plans.
pidly? Why? Why doesn't the level of living
more rapidly in China, considering the great

Mende, China and Her Shadow,
pp. 258-260.

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n China? How do they compare with pre-Communist
els of living in other countries we have studied,
.? What are the crucial problems which China is
o raise levels of living? (Discuss problem of
en levels of living are so low and problem of
living when population is increasing at such a

See also table in Wu, Economy of
Communist China, p. 91.

s of China to illustrate different aspects of
hina today. Ask: What do these pictures illus-
of living?

For photographs, see Cartier-Bresson,
China, Part II.
Myrdahl, Chinese Journey.
Ribound, The Three Banners of China.
Karol, China, The Other Communism,
photo inserts.

G. People differ in the degree to which they desire freedom of economic choice (of occupation and/or disposal of income) as a goal of their economic system.

S. Interprets cartoons.

G. In all societies, people have certain economic goals. Although some economic goals are very much alike, different societies place differing emphasis upon them.

G. People differ in the degree to which they desire a reduction in inequalities of economic opportunity or income.

G. People usually would like to see their economic system provide both economic growth (and so higher levels of living) and stability (and so economic security); however, the emphasis on each goal may differ.

8. The Chinese leaders' economic goals di
those in the U. S. in many ways and al
in the U.S.S.R. in some ways.

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f economic oppor-

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living) and sta-
onomic security);
sis on each goal

8. The Chinese leaders' economic goals differ from those in the U. S. in many ways and also from those in the U.S.S.R. in some ways.

G. There are strains between the political ideal of dictatorship and the organizational demands of modern industrial society.

G. One of the major causes of factionalism within a group is the involvement of some of its members in other groups and organizations with competing goals and values.

G. The unity and homogeneity of life which totalitarianism demands is contrary to the pluralism of liberal democracy. (Totalitarianisms cannot tolerate the existence of groups or institutions which may be the source of loyalties which compete with or diminish those of the state.)

G. Although culture is always changing, certain traits or elements persist over long periods of time.

9. As China develops a more industrial
it needs more well-trained economis
and managers; these people suffered
"Cultural Revolution."

C. The Chinese government, and so the Co
extends its control over all aspects
system.

1. The government tries to control an
institutions which might socialize
adults in ways not considered desi
Communist party.

    a. As was seen earlier, the governm
    fered with the churches and has
    as a means of maintaining contr

    b. The Communist party has tried t
    family system and loyalties and
    role of women in order to help
    and traditions which might make
    regime, to get rid of nepotism
    government administration, and
    workers from among wives.

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of dictator-
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its members in other
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homogeneity of life
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cy. (Totalitarianisms
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re is always changing,
or elements persist
ods of time.

9. As China develops a more industrialized society it needs more well-trained economists, technicians, and managers; these people suffered during the "Cultural Revolution."

C. The Chinese government, and so the Communist Party, extends its control over all aspects of the social system.

1. The government tries to control and/or modify all institutions which might socialize children or adults in ways not considered desirable by the Communist party.

   a. As was seen earlier, the government has interfered with the churches and has used education as a means of maintaining control.

   b. The Communist party has tried to weaken the family system and loyalties and to change the role of women in order to help overcome old values and traditions which might make trouble for the regime, to get rid of nepotism and corruption in government administration, and to gain additional workers from among wives.

65. Review what the students have learned about the "Cultural Revolution" by asking: What groups did Mao's Cultural Revolution hit the hardest? What was the issue at stake between Mao and his opponents? What effects did the Cultural Revolution have upon production in China? What long-term effects would the policy of purging these technicians and intellectuals and administrative bureaucrats have upon China's economic growth if it were continued? Why?

66. Review with pupils what they have learned thus far about ways in which the Chinese government has interfered with social institutions such as the churches and schools. Discuss: Why have they done so?

Have pupils read selections from the Marriage Law of 1950. Discuss: What changes did this law try to bring about in the family system of China? What reasons can you think of for the Party's attempts to change the family system?

Chandra-Sekhar, Red
79.
Callis, China, Confu
Communist, p.

Have several pupils present a panel discussion on "How much has the family been changed by Communist rule?"

Snow, The Other Side
Ch. 40. Stavri
in World History, pp

students have learned about the "Cultural
sking: What groups did Mao's Cultural
he hardest? What was the issue at stake
his opponents? What effects did the Cultural
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e policy of purging these technicians and in-
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Chandra-Sekhar, Red China, pp. 77-79.
Callis, China, Confucian and Communist, p. 500.

ils present a panel discussion on "How much has the
ged by Communist rule?"

Snow, The Other Side of the River, Ch. 40. Stavrianos, ed. Readings in World History, pp. 736-742.

S. Detects inconsistencies.

S. Applies previously-learned concepts and generalizations.

G. Whenever things valued by a society are scarce, there will be differentiated access to and control of these valued and scarce things by sub-groups within the society.

G. The more widespread the system of education, the greater the vertical mobility.

c. The government has adopted a chang
toward population control and in s
affected families in other ways.

2. By its policies toward wages and other
government has brought about a new al
social classes.

   a. Wage differentials are not so grea
   U.S.S.R., but there are difference
   between levels of living for peasa
   groups.

   b. The Communist cadres are the new el
   Chinese society.

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nin the society.

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c. The government has adopted a changing policy toward population control and in so-doing has affected families in other ways.

2. By its policies toward wages and other rewards, the government has brought about a new alignment of social classes.

   a. Wage differentials are not so great as in the U.S.S.R., but there are differences, particularly between levels of living for peasants and urban groups.

   b. The Communist cadres are the new elite of the Chinese society.

C. K. Yang, Chinese
The Family and
Book I.

Hu, et. al., China,

67. Project photos of women at work in all kinds of occupations. Draw upon books pupils have read to discuss: To what degree has the role of women changed? Have women been "liberated?"

e.g. Cartier-Bresson

68. Have several pupils present a panel discussion on population problems and policies in Communist China. Discuss: How consistent have these policies been? How can you explain the inconsistency? What basic attitudes of traditional China have made it difficult to reduce population growth?

Chandra-Sekhar, Red

69. Have a pupil report on what has happened to wage differentials in China. Or project a table showing such differentials. Ask: Did any of you find data in your books which would support or contradict this degree of wage difference? Are these differences greater or smaller than those in the U.S.S.R.? What do they illustrate about the Chinese government's goals in relationship to classes?

Mende, China and Her
202.

Wu, Economy of Commu
pp. 84-86.

Karol, China, The Ot
pp. 220, 240, 2
447.

For a discussion of
Hu, et. al., Ch
156.

C. K. Yang, Chinese Communist Society: The Family and The Village, Book I.

Hu, et. al., China, pp. 174-180.

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ese policies been? How can you explain the
What basic attitudes of traditional China have
lt to reduce population growth?

Chandra-Sekhar, Red China, Ch. 7.

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degree of wage difference? Are these differences
ler than those in the U.S.S.R.? What do they
t the Chinese government's goals in relationship

Mende, China and Her Shadow, pp. 201-202.

Wu, Economy of Communist Russia, pp. 84-86.

Karol, China, The Other Communism, pp. 220, 240, 243-244, 444-447.

For a discussion of topic see:
Hu, et. al., China, pp. 148-156.

G. Societies differ in the degree of social mobility between classes which is possible.

G. One of the major causes of factionalism within a group is the involvement of some of its members in other groups and organizations with competing goals and values.

G. The unity and homogeneity of life which totalitarianism demands is contrary to the pluralism of liberal democracy. (Totalitarianisms cannot tolerate the existence of groups or institutions which may be the source of loyalties which compete with or diminish those of the state.)

G. A given culture is an integrated whole, based upon fundamental postulates or values.

3. The Communist government's actio
in a shift away from strong, clos
relationships in the direction of
comradeship relationships.

4. The government has succeeded in m
Chinese attitudes about society a
however, Chinese culture still sh
sistence of certain cultural trai
Communist China.

ffer in the degree
bility between
n is possible.

ajor causes of
within a group
ement of some of
n other groups
ions with com-
and values.

d homogeneity of
otalitarianism de-
rary to the pluralism
mocracy. (Total-
annot tolerate the
groups or institu-
ay be the source
which compete with
hose of the state.)

re is an integrated
upon fundamental post-
ues.

3. The Communist government's actions have resulted in a shift away from strong, close friendship relationships in the direction of more detached comradeship relationships.

4. The government has succeeded in modifying many Chinese attitudes about society and the world; however, Chinese culture still shows the persistence of certain cultural traits from pre-Communist China.

Ask: Do you think that China has been able to get rid of class distinctions? (Be sure to discuss the importance of power and prestige as well as material well-being in considering this question.) What factors promote greater vertical mobility between classes than in the old China? How is Mao trying to prevent the growth of an elite far-removed from the masses of the people?

70. Present to the class Vogel's thesis that the Chinese people have been moving from a pattern of friendship relationships to one of more impersonal comrade relationships. Be sure to explain Vogel's meanings for these terms, and describe them in terms of operational behavior briefly, as Vogel does in his article.

Vogel, "From Friend
ship: The Cha
Relations in C
in MacFarquhar
Mao, pp. 407-4

Now ask: What have you learned about life under Communism in China which might help bring about such a change? Do you think that the Communist leaders may have intentionally tried to bring about such a shift? Or do you think the change is the result of unintended consequences of their actions? Why might they be pleased by such a shift?

71. Have a group of pupils present a mock meeting in heaven of Confucius and some of his followers, as they discuss Communist policies in China today.

k that China has been able to get rid of
s? (Be sure to discuss the importance of
e as well as material well-being in con-
stion.) What factors promote greater
between classes than in the old China?
to prevent the growth of an elite far-
masses of the people?

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from a pattern of friendship relationships
personal comrade relationships. Be sure
s meanings for these terms, and describe
operational behavior briefly, as Vogel does

Vogel, "From Friendship to Comrade-
ship: The Change in Personal
Relations in Communist China,"
in MacFarquhar, ed., China Under
Mao, pp. 407-421.

ve you learned about life under Communism
ght help bring about such a change? Do you
mmunist leaders may have intentionally tried
ch a shift? Or do you think the change is
ntended consequences of their actions? Why
ased by such a shift?

upils present a mock meeting in heaven of
e of his followers, as they discuss Communist
today.

S. Generalizes from data.

G. Although culture is always changing, certain parts or elements persist over long periods of time.

G. Even when a major reorganization of a society takes place (such as a revolution), not all of the culture is completely modified.

S. Checks on the bias and competency of authors and on the completeness of data.

S. Looks for points of agreement and disagreement among witnesses and authors.

72. Discuss: We have been discussing ways in which Marxianism (Communism) in China was very different from Confucianism. Can you think of any way in which Marxianism plays a role not unlike Confucianism in Chinese life?

73. Have a pupil summarize Barnett's discussion of continuity and change in China. Perhaps have pupils compare it with the conclusions of Guillain. Discuss: Do you agree with Barnett's summary? Or do you agree with either man? Why or why not?

Barnett, Communis
spective.
Stavrianos, Readi
History, pp.
(Guillain co

74. Discuss: Doak Barnett opens a book on Communist China by stating that "The Chinese Communists have not yet completed their revolution." What do you think he means?

75. Discuss: What is the difference between the present day Communist government of China and the absolutism of the Chinese emperor?

76. Have a pupil prepare a bulletin board display on "China: Old and New."

77. Have a pupil report on one book's summary of the Chinese people's attitudes toward the Communist regime. The pupils should tell the class something about the book and its sources of information.

Hu, et. al., China

e been discussing ways in which Marxianism
na was very different from Confucianism.
any way in which Marxianism plays a role
cianism in Chinese life?

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Barnett, *Communist China In Perspective*.
Stavrianos, *Readings in World History*, pp. 749-752, (Guillain conclusions).

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rt on one book's summary of the Chinese people's
the Communist regime. The pupils should tell
ng about the book and its sources of information.

Hu, et. al., *China*, Ch. 24.

S. Generalizes from data.

G. No country lives up completely
to its ideology.

D. The Communist Party has followed a zig
approach in its political, economic, an
programs.

1. When the party first came to power,
coalition with other progressive gr
to become known as a moderate regime
party became more stringent and took
from the non-Communists. At a still
the party permitted open criticism a
itself once more and persecuted thos
criticized the party.

2. The party at first took land away fr
and gave it to the peasants and late
develop self-help groups, then coope
then communes; they found they had t
of the measures which peasants oppos

3. The party has tried to industrialize
crease agricultural production at a
however, it had to call a halt to so
policies related to the Great Leap F
proceed more slowly once more.

4. The party has followed a zig zag pol
population control.

rom data.

ves up completely
gy.

D. The Communist Party has followed a zig zag or pragmatic approach in its political, economic, and social programs.

1. When the party first came to power, it developed a coalition with other progressive groups and tried to become known as a moderate regime. Soon, the party became more stringent and took away influence from the non-Communists. At a still later date, the party permitted open criticism and then reversed itself once more and persecuted those who had criticized the party.

2. The party at first took land away from large landowners and gave it to the peasants and later tried to develop self-help groups, then cooperatives and then communes; they found they had to give up some of the measures which peasants opposed.

3. The party has tried to industrialize China and increase agricultural production at a rapid rate; however, it had to call a halt to some of its policies related to the Great Leap Forward, and proceed more slowly once more.

4. The party has followed a zig zag policy toward population control.

Then discuss: On the basis of what you have read elsewhere, do you agree with this summary of the attitudes of the Chinese people toward the regime? Suppose you were in our State Department. How would you assess the claim sometimes made that the people will revolt against the Communist government?

78. Read aloud a quotation about the flexibility of the Chinese leaders in their approach to problems. Or tell the class that the leaders have been called very flexible. Discuss: Why do you think people identify this characteristic as an outstanding one of the Chinese Communist leaders? How does it compare with the flexibility of Communist leaders in the Soviet Union? To what degree has this flexibility modified the application of strict Marxian ideologies? Point out that some people feel Mao has become less flexible in the last several years because of his great desire to make sure that his ideas will live on after his death. Ask: Would you agree or disagree? Why?

G. Living levels do not rise unless output of production grows at a faster rate than population.

G. Some values are conducive to change; some make change difficult.

G. There are strains between the political ideal of dictatorship and the organizational demands of modern industrial society.

E. The Communist oligarchy faced a numb

1. The country has a vast population growing population which makes it raise living levels.

2. The country does not have the adv Soviet Union had in possibilities agricultural products to pay for nor does it have as rich natural dustrialization.

3. The country needs a large and eff and must train people despite a w which is more difficult to learn

4. The Chinese people have a number values which may make it difficult Communists to maintain control.

   a) Attitudes of passive resistance fore if the Communists do not s economic problems and if they t too much with peasant wishes.

   b) Traditional attitudes toward th toward change and tradition are but still exert considerable in many Chinese and make the job o harder.

5. As a country industrializes, there and more specialists in high posit people may acquire or have interest jibe with some of the desires of th

do not rise unless
duction grows at a
han population.

re conducive to change;
nge difficult.

ns between the
of dictatorship
ational demands
trial society.

E. The Communist oligarchy faced a number of problems:

1. The country has a vast population and a rapidly growing population which makes it difficult to raise living levels.

2. The country does not have the advantages the Soviet Union had in possibilities for surplus agricultural products to pay for industrialization, nor does it have as rich natural resources for industrialization.

3. The country needs a large and efficient administration and must train people despite a written language which is more difficult to learn than most.

4. The Chinese people have a number of attitudes and values which may make it difficult for the Communists to maintain control.

   a) Attitudes of passive resistance may come to the fore if the Communists do not solve some of the economic problems and if they try to interfere too much with peasant wishes.

   b) Traditional attitudes toward the family and toward change and tradition are being modified but still exert considerable influence with many Chinese and make the job of Communists harder.

5. As a country industrializes, there is a need for more and more specialists in high positions, and these people may acquire or have interests which do not jibe with some of the desires of the party.

79. Have a group of students role-play a discussion among Communist leaders in China about the domestic problems which still face them.

80. Review with students what they learned in the unit on the Soviet Union about the problems which arise when a country becomes

G. Oligarchies have had persistent troubles in solving the problem of succession, especially where they have abandoned the succession by birth.

6. The problem of transfer of author
a power struggle, as it has at ti
Union. The Communist elite which
party is made up of two groups, a
was active in the party from the
dominates the party and a you
into influence during the 1950's.
men are indeed getting old, the
when Mao dies may be to another o
long have to go to one of the
This group differs in a number of
present ruling group.

ave had persistent
olving the problem
, especially where
ndoned the succession

6. The problem of transfer of authority may result in a power struggle, as it has at times in the Soviet Union. The Communist elite which controls the party is made up of two groups, an older group which was active in the party from the beginning and who now dominates the party and a younger group who came into influence during the 1950's. Since the older men are indeed getting old, the transfer of power when Mao dies may be to another old man but will before long have to go to one of the younger generation. This group differs in a number of ways from the present ruling group.

industrialized and must have many economic and technical experts. What effect may this rise of bureaucracy have upon the Communist party goals and techniques? (Relate this question to the recent "Cultural Revolution" and to the experience of the U.S.S.R.)

81. Review with students what they learned about the problems of succession in the Soviet Union. Tell pupils the age of the present Chinese leader. Discuss: What problems may arise in succession in China? Are they likely to cause such problems as they did in Russia after Lenin's death and Stalin's death?

Klein, "The 'Next Ge
Chinese Communi
in MacFarquhar,
Under Mao, pp.

Show the class Klein's tables showing the different levels of leadership in China, the average age of each group, the place of origin of each group, the percent in each group with college training, the percent in each group with some foreign education or training, and the percent of each group who have traveled abroad. As each table is shown, have pupils write out one or two sentences showing differences among the different leadership groups in terms of criteria shown in the table. Afterwards, discuss: Which group would be likely to provide the leadership after the present leader's death? How [illegible] would such a leader be likely to live and so maintain office? What group is likely to provide the leadership before too many years elapse? Why? How do the leaders of this group compare with the leaders of the present top-level group? What differences might this make?

82. Remind the class that they discussed earlier the possibilities of a revolution in China. Discuss: In the light of what you have now studied about the economic and social system, as well as the political system, do you wish to change your minds? Why or why not? What factors have led to unrest and even potential revolts on a small scale? How did the Communist leaders counter these threats? From what you have studied, would you think that most Chinese feel better or worse off under the Communists than under the Kuomintang? Which groups might consider themselves better off? in what ways? Which might consider themselves worse off? in what ways?

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s rise of bureaucracy have upon the Communist
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n" and to the experience of the U.S.S.R.)

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Klein, "The 'Next Generation' of Chinese Communist Leaders," in MacFarquhar, ed., China Under Mao, pp. 69-86.

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ts than under the Kuomintang? Which groups might
s better off? in what ways? Which might consider
ff? in what ways?

OBJECTIVES

GENERALIZATIONS

1. Foreign policy considerations are affected by ideology, considerations of national self-interest, perceptions of power relationships between countries, expectations about how other nations will act, and domestic problems at home.

2. Nations have at their command various instruments of national power, and choice among them depends on the nature of the goal, its importance, the effectiveness of the means, its acceptability, etc.

3. Struggle may bring together otherwise unrelated persons and groups in coalitions and temporary associations.

4. Decision-making is limited by a number of factors, including available resources.

ATTITUDES

1. Is curious about social data.

2. Is committed to the free examination of social attitudes and data. Searches actively for different points of view and interpretations.

3. Scepticism of single-factor causation in the social sciences.

4. Scepticism of panaceas.

5. Feels a sense of responsibi
informed about current prob

SKILLS

1. Attacks problems in a ratio
    a. Sets up hypotheses.
    b. Identifies problems.
    c. Identifies value conflic
    d. Considers alternative co
2. Is effective in locating in
    a. Uses Reader's Guide to P
3. Gathers information effecti
    a. Interprets cartoons.
4. Evaluates information.
    a. Evaluates information in
    completeness of data, bi
    arguments.

OBJECTIVES

NERALIZATIONS

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perceptions of power re-
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nd groups in coalitions and
ciations.

is limited by a number of
ding available resources.

ATTITUDES

t social data.

the free examination of
s and data. Searches actively
oints of view and interpre-

ingle-factor causation in the
.

4. Scepticism of panaceas.

5. Feels a sense of responsibility for keeping informed about current problems.

SKILLS

1. Attacks problems in a rational manner.
   a. Sets up hypotheses.
   b. Identifies problems.
   c. Identifies value conflicts.
   d. Considers alternative courses of action.
2. Is effective in locating information.
   a. Uses Reader's Guide to Periodical Literature.
3. Gathers information effectively.
   a. Interprets cartoons.
4. Evaluates information.
   a. Evaluates information in terms of consistency, completeness of data, bias, and logical arguments.

    1) Identifies inconsistencies.

  b. Identifies and examines basic assumptions.

5. Has a well-developed time sense.

  a. Looks for relationships among events within one country and within a world-wide time framework.

6. Organizes and analyzes information and draws conclusions.

  a. Tests hypotheses against data.

  b. Generalizes from data.

  c. Considers possible consequences of alternative courses of action.

A. IS CURIOUS ABOUT SOCIAL DATA.

S. Identifies problems.

S. Considers alternative courses of action.

S. Considers possible consequences of alternative courses of action.

S. Identifies value conflicts.

V. Chinese foreign policy is based upon bo
ideology, practical considerations abou
power relationships, and domestic affai

BOUT SOCIAL DATA.

problems.

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ssible consequences
ve courses of action.

alue conflicts.

V. Chinese foreign policy is based upon both Marxian ideology, practical considerations about national interests, power relationships, and domestic affairs.

1. By way of review of foreign policy issues between China and the U. S. which were looked at briefly during the introduction to this unit, have a pupil prepare a bulletin board display on current issues between the two countries. Refer to it in class, as pupils begin their study of Chinese foreign policy. Point out that pupils should try to find out as much as possible about these issues and try to come to tentative decisions about courses of action at the end of the unit.

   If newspapers have just carried an account of any recent dispute between the U. S. and China, use it to reinforce ideas about the importance of relations between the U. S. and China.

2. Remind pupils of the class opinion poll at the beginning of the unit. Look once again at the list prepared at that time of possible alternatives for U. S. policies toward China and the possible consequences of these alternatives. Go through these alternatives to see whether or not pupils wish to suggest further consequences for any of them or add additional alternatives. Have pupils keep this list in mind as they study the rest of this unit. They should return to it fairly frequently, making additions or raising further questions about policies already on the list. They should also identify value conflicts involved in some of the alternatives.

   Tell the class that some people feel that peaceful coexistence between the U. S. and China in the future is impossible. Others feel that it is both possible and imperative. Discuss: At the present time, before you have done any further studying, do you think peaceful coexistence is possible? Why or why not? Do you think it is desirable? Why or why not? Do you think it is as possible as coexistence with the U.S.S.R.? Why or why not?

G. Foreign policy considerations are affected by ideology, considerations of national self-interest, perceptions of power relationships between countries, expectations about how other nations will act, and domestic problems at home.

A. IS COMMITTED TO THE FREE EXAMINATION OF SOCIAL ATTITUDES AND DATA. SEARCHES ACTIVELY FOR DIFFERENT POINTS OF VIEW AND INTERPRETATIONS.

G. Struggle may bring together otherwise unrelated persons and groups in coalitions and temporary associations.

S. Generalizes from data.

A. IS COMMITTED TO THE FREE EXAMINATION OF SOCIAL ATTITUDES AND DATA. SEARCHES ACTIVELY FOR DIFFERENT POINTS OF VIEW AND INTERPRETATIONS.

A. Chinese leaders have shown great f
shifting policies to meet immediat
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persons and groups in co-
and temporary associations.

es from data.

TED TO THE FREE EXAMINATION
ATTITUDES AND DATA. SEARCHES
FOR DIFFERENT POINTS OF VIEW
PRETATIONS.

A. Chinese leaders have shown great flexibility in shifting policies to meet immediate problems, although keeping in mind long-range goals.

1. The period from Oct., 1949 until the beginning of the Korean War in the middle of 1950 was marked by an attitude very similar to that in the Soviet Union when the Bolshevists came to power. Chinese leaders called for revolutions in other parts of Asia. They also proceeded to establish a firm alliance with the U.S.S.R.

3. Have pupils read a brief survey of Chinese foreign policy since the Communists took power. Ask them to look for the motives of Chinese leaders for each policy decision.

Bell, The Two Chi
Durdin, Mao's Chi
Barnett, Communis
Revolution,
Lewis, Comm. Chin
Change, pp.

4. Review with pupils the attitudes of the Soviet leaders toward the Communist Party in China during the days of the Kuomintang. How had Stalin treated them? What effect did his orders to join the Kuomintang have upon Communist strength in China? How had Stalin treated Mao? What happened to relations between the Communists and the U.S.S.R. during the later struggle between the Communists and Chiang Kai-shek?

Discuss: If you had been Mao, how would you have felt about the Soviet Communist leaders? Why would you probably turn to them for help regardless of your feelings, once you had come to power in China?

Brief summary can
Floyd, Mao Ag
p. 16.

5. Give pupils a dittoed sheet about the Trade Union Conference of Asian and Australian Countries which China called in Peking in November of 1949. The dittoed sheet should include an explanation of the representatives at the conference and quotations from Liu Shao-ch'i on wars of liberation, the need for help for such revolutions, and the example of the Chinese revolution.

Barnett, Communist
pp. 89-90.
Brief summary can
Mao Against K

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Bell, The Two Chinas, Ch. 6.
Durdin, Mao's China, pp. 43-55.
Barnett, Communist China--Continuing Revolution, pp. 38-51.
Lewis, Comm. China: Crisis and Change, pp. 26-33.

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Barnett, Communist China and Asia, pp. 89-90.
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G. Foreign policy considerations are affected by ideology, considerations of national self-interest, perceptions of power relationships between countries, expectations about how other nations will act, and domestic problems at home.

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G. Foreign policy considerations are affected by ideology, considerations of national self-interest, perceptions of power relationships between countries, expectations about how other nations will act, and domestic problems at home.

Discuss: What do these quotations show about how the Chinese leaders felt about Chinese role in Asian affairs at this time? If you had been leaders of the other countries from which trade union representatives came, how would you have reacted to this conference? Why do you think China took such a militant stand so soon after the Communists came to power, when they still faced many domestic problems at home? How did this early foreign policy stand compared with the early policies of the Soviet Union? Do you think the reasons for similar policies are the same or different? Why?

6. Review with students U. S. policies during the Kuomintang government after World War II. Was this policy violently anti Communist? Now tell the class about the way in which China treated some of the U. S. diplomatic corps in China and the seizure of property belonging to the American Consulate General in Peking in 1950. Call on students who have read books about American missionaries in China during this early period of Communist control. What happened to these missionaries? What reasons did the Communists have for treating them and the U. S. in this fashion?

Brief description in
Communist Chin
p. 92.

Project some of the Chinese cartoons which attacked the U. S.

For cartoons, see Wal
Under Communism.

Discuss: If you had been the President of the U. S., how would you have reacted? Tell the class about the breaking off of relations with China.

7. Have pupils read about Kuomintang's takeover in Taiwan. Discuss: What policies did the U. S. adopt toward China's government in Taiwan? How would these policies affect our relations with Red China?

Bell, The Two Chinas,

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Bell, The Two Chinas, pp. 126-133.

G. Decision-making is limited by a number of factors, including available resources.

G. Foreign policy considerations are affected by ideology, considerations of national self-interest, perceptions of power relationships between countries, expectations about how other nations will act, and domestic problems at home.

3. In 1952, Chinese tactics began
militant attempts to win frien
until 1957 was marked by attem
Asiatic countries that they co
in peaceful co-existence. Chi
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, expectations about how
ions will act, and domestic
at home.

3. In 1952, Chinese tactics began to shift to less militant attempts to win friends. The period until 1957 was marked by attempts to persuade other Asiatic countries that they could live with China in peaceful co-existence. China used economic aid and other non-military measures to win friends, although the early part of this period also saw some crises with France and the U. S.

8. A student might prepare several cartoons showing U. S. and Chinese attitudes toward the U. S. support of Chiang on Taiwan.

9. Discuss: Why do you think the Chinese went to the aid of North Korea so soon after the Communists came to power in China and were still facing so many problems within China itself?

Tell pupils briefly about the aid China got from the U.S.S.R. during the Korean War period. Also point out that the Soviets demanded repayment for their help.

Barnett, Communist
pp. 345-347.
Floyd, Mao Against
pp. 12-14.

10. A student might prepare several cartoons showing U. S. and Chinese attitudes toward the U. S. military move across the 38th parallel in Korea.

11. Have a student present a report on the Chinese invasion of Tibet and the way in which the Communists put down the revolt in Tibet later. Discuss: Why do you think the Chinese Communists wanted to gain control of Tibet which is such a relatively poor area? Why would it attempt to do so when it still faced many domestic problems?

Chandra-Sekhar, Red
Asian View, Ch

12. Remind pupils of the fact that China planned to begin its first Five Year Plan in 1953. What effect might this have upon Chinese foreign policies?

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toward the U. S. support of Chiang on Taiwan.

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Barnett, Communist China and Asia,
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Chandra-Sekhar, Red China, An
Asian View, Ch. 8.

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S. Tests hypotheses against data.

S. Identifies inconsistencies.

G. Foreign policy considerations are affected by ideology, considerations of national self-interest, perceptions of power relationships between countries, expectations about how other nations will act,and domestic problems at home.

13. Have a pupil prepare a timeline showing some of the shifts in Chinese foreign policy under the Communists. He should place it under the same kind of timeline which was prepared for the unit on the Soviet Union and also under the timeline prepared for events in Western Europe. Have pupils try to figure out possible relationships among events on these different timelines.

    Also ask: Were your ideas correct about what might happen to foreign policy decisions during the first Five Year Plan? (See activity #12).

14. Read aloud quotations from the Chinese pronouncement of "Five Principles of Co-existence." Discuss: How did the statement compare with the statement made at the Trade Union Conference in 1949? What reasons might account for the shift?

Daniels, ed., Docume
of Communism, p

15. Have a pupil report on the Indo-China war and the Geneva Conference of 1954. He should discuss the Chinese role in this war and in the peace conference. What was the outcome of the war? How did the role of China fit into its new policy of peaceful co-existence?

16. Have a pupil give a report on the Formosa (or Taiwan) Crisis of 1954-1955. Discuss: What effect might this crisis have had on China's attitude toward the use of force in foreign policy?

17. Tell the class briefly about the period which followed, including the Bandung Conference. What did these events indicate about Chinese policy?

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Daniels, ed., Documentary History
of Communism, p. 346.

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S. Identifies value conflicts.

G. Foreign policy considerations are affected by ideology, considerations of national self-interest, perceptions of power relationships between countries, expectations about how other nations will act, and domestic problems at home.

4. In late 1957 China joined the Sov
period of renewed militancy. Ind
more militant than the Soviet Uni

lationships among
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y considerations are affected
considerations of national self-
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will act, and domestic
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4. In late 1957 China joined the Soviet Union in a period of renewed militancy. Indeed, it became more militant than the Soviet Union.

18. Look again at the timeline and add the date for the first Russian Sputnik. Ask: What effect might this event have upon Soviet and Chinese foreign policy? Now note briefly a series of international incidents in 1958-1959 such as the Lebanon-Iraq crisis, the offshore islands crisis, the Berlin Crisis, Indian border crisis and the Laotian crisis of 1959. What do these events indicate about both Russian and Chinese foreign policy in this period? How might the Indian crisis affect relations between China and the U.S.S.R.? (You may have to remind pupils of Soviet aid to India.)

19. Reveiw what pupils have learned about the crisis in Viet Nam and the Chinese role in that crisis. (Or have them do more reading about this crisis if necessary.)

20. Read aloud quotations from Mao on imperialism, who will lose in case of war, the inevitability of war, etc. Discuss in terms of the meaning for Chinese policies.

Jacobs and Baerwald
Communism, pp
160-164, 166-
Floyd, Mao Against
95, (Soviet).

Now read aloud quotations from Soviet leaders on the dangers of thermonuclear war. Compare these with the Chinese statements. Discuss: How might this difference affect the Sino-Soviet alliance? What factors might explain the difference?

21. A pupil might prepare a series of editorials which might have appeared in a Chinese newspaper at the time of one of the crises with the U. S. He should try to show how ideology and other factors were involved in the Chinese reactions.

e timeline and add the date for the first Russian
What effect might this event have upon Soviet and
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tions.

Jacobs and Baerwald, eds., Chinese Communism, pp. 147, 154-155, 160-164, 166-167.

Floyd, Mao Against Khruschev, pp. 94-95, (Soviet).

G. Nations have at their command various instruments of national power, and choice among them depends on the nature of the goal, its importance, the effectiveness of the means, its acceptability, etc.

A. IS COMMITTED TO THE FREE EXAMINATION OF SOCIAL ATTITUDES AND DATA. SEARCHES ACTIVELY FOR DIFFERENT POINTS OF VIEW AND INTERPRETATIONS.

5. During its early history, Red Ch
a close alliance with the Soviet
following the Polish and Hungari
began to develop between China a
This rift has become quite heate
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a number of goals in common.

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ATTITUDES AND DATA. SEARCHES
OR DIFFERENT POINTS OF VIEW
RETATIONS.

5. During its early history, Red China moved toward a close alliance with the Soviet Union. However, following the Polish and Hungarian crises, a rift began to develop between China and the U.S.S.R. This rift has become quite heated for a number of reasons, but China and the Soviet Union still have a number of goals in common.

22. Have a pupil prepare a chart to highlight changes in Chinese foreign policy after 1949. Discuss the chart in terms of what it shows about flexibility of the Chinese leaders. Also discuss: Do you think there is any reason to believe that the Chinese leaders changed their minds about the ultimate goals of Chinese foreign policy during these years? Quote Mao's ideas on attack and retreat and discuss their implications for foreign policy.

For quotation, see:
Communist China
p. 76.

23. Remind pupils of the drop in Soviet economic aid after 1959. Compare this aid to Soviet aid to other countries. Then discuss: Suppose you had been the Chinese Communist leaders. You found that the Soviet Union was giving you less economic aid than it was giving some of the countries of eastern Europe and that it was cutting back on aid. How would you have reacted?

Floyd, Mao Against K
85-87.

24. Have a pupil give a brief report on Chinese economic aid to other Asiatic countries and other newly-independent countries at the same time that it was getting economic aid from the Soviet Union. Discuss: If you had been the Soviet leaders, how would you have reacted? Why? (Discuss purposes of Chinese aid as well as expenditures of money.) What other reasons might there have been for decreases in Soviet economic aid to China?

See figures in Floy
Khruschev, p.
Barnett, Communist
pp. 244-250.

25. Have several pupils assume the roles of Chinese leaders who are discussing boundary problems with the Soviet Union. They should discuss their reactions to these boundaries.

Jackson, Russo-Chin

pare a chart to highlight changes in Chinese foreign 9. Discuss the chart in terms of what it shows about he Chinese leaders. Also discuss: Do you think son to believe that the Chinese leaders changed t the ultimate goals of Chinese foreign policy during ote Mao's ideas on attack and retreat and discuss their foreign policy.	For quotation, see: Barnett, Communist China and Asia, p. 76.
the drop in Soviet economic aid after 1959. Compare t aid to other countries. Then discuss: Suppose you nese Communist leaders. You found that the Soviet Union ess economic aid than it was giving some of the countries e and that it was cutting back on aid. How would you	Floyd, Mao Against Khruschev, pp. 62, 85-87.
e a brief report on Chinese economic aid to other Asiatic her newly-independent countries at the same time that it omic aid from the Soviet Union. Discuss: If you had leaders, how would you have reacted? Why? (Discuss ese aid as well as expenditures of money.) What other ere have been for decreases in Soviet economic aid to	See figures in Floyd, Mao Against Khruschev, p. 87. Barnett, Communist China and Asia, pp. 244-250.
ils assume the roles of Chinese leaders who are discuss- olems with the Soviet Union. They should discuss their se boundaries.	Jackson, Russo-Chinese Borderlands.

G. Foreign policy considerations are affected by ideology, considerations of national self-interest, perceptions of power relationships between countries, expectations about how other nations will act, and domestic problems at home.

A. SCEPTICISM OF SINGLE-FACTOR CAUSATION.

A. SCEPTICISM OF PANACEAS.

S. Identifies value concepts.

S. Considers alternative courses of action and possible consequences of these alternatives.

Have the same pupils assume the roles of Soviet leaders and discuss the boundary problems. They should indicate their concerns about these areas.

26. A pupil might prepare a series of editorials which might have appeared in a Chinese newspaper at the time of one of Mao's rifts with the Soviet leaders. He should try to show how ideology and other factors were involved in Chinese reactions.

27. Have a group of pupils role-play a meeting of the U. S. National Security Council. They should discuss the causes of the rift between China and the U.S.S.R., and try to decide what the U. S. should do to widen this rift--if it should.

Mehlinger, Readings,
Floyd, see esp. pp.
Mehnert, Peking and
(paperback), 19
Barnett, Communist C
esp. pp. 368-37
Swearer and Longaker
Annals, Sept.,
116.
Pentomy, Red World i
Communist Forei
McNeal, ed. Int'l. R
Communists, pp.

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Mehlinger, Readings, pp. 184-190.
Floyd, see esp. pp. 194-205.
Mehnert, Peking and Moscow, (paperback), 1963.
Barnett, Communist China and Asia, esp. pp. 368-371.
Swearer and Longaker, Part 10, The Annals, Sept., 1963, pp. 94-116.
Pentomy, Red World in Tumult: Communist Foreign Policies.
McNeal, ed. Int'l. Relations Among Communists, pp. 27-40.

G. Foreign policy considerations are affected by ideology, considerations of national self-interest, perceptions of power relationships between countries, expectations about how other nations will act, and domestic problems at home.

A. SCEPTICISM OF SINGLE-FACTOR CAUSATION.

G. Foreign policy considerations are affected by ideology, considerations of national self-interest, perceptions of power relationships between countries, expectations about how other nations will act, and domestic problems at home.

S. Sets up hypotheses.

S. Tests hypotheses against data.

B. A review of Chinese policy decisions s of ideology as well as of considerati interests, perceptions of power relat tions about how other countries will ideas about the role of China, and do at home.

1. Marxian ideology affects the perce about actions of capitalist countr long-range goals of China.

   a. Marxian ideology establishes a of Communist revolution in othe leads Chinese leaders to both e olutions in the future and to t them.

   b. Marxian ideology leads Chinese capitalist countries to act in international affairs.

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SINGLE-FACTOR

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es against data.

B. A review of Chinese policy decisons shows the importance of ideology as well as of considerations of national interests, perceptions of power relationships, expectations about how other countries will act, historical ideas about the role of China, and domestic problems at home.

1. Marxian ideology affects the perceptions of leaders about actions of capitalist countries, as well as long-range goals of China.

   a. Marxian ideology establishes a long-range goal of Communist revolution in other countries. It leads Chinese leaders to both expect such revolutions in the future and to try to stimulate them.

   b. Marxian ideology leads Chinese leaders to expect capitalist countries to act in certain ways in international affairs.

28. Read aloud quotations from Mao which indicate that he thinks the Soviets have lost their revolutionary and ideological zeal. Discuss: How do ideological differences affect Sino-Soviet relations? How can you account for these differences?

Jacobs and Baerwal
Communism, pp

29. Discuss: In terms of what you have now studied about Chinese foreign policy, what role does ideology seem to play in policy decisions? What other factors seem to be important in policy decisions? Which seem to be most important?

Have pupils check their generalizations against those by authorities on Chinese foreign policy. Have pupils read different analyses of the role of ideology and other factors in shaping Chinese foreign policy.

After pupils have completed their reading, discuss: How important is ideology in shaping Chinese foreign policy? Is it more or less important than it is in shaping Soviet foreign policy? (Have pupils draw upon what they have read about specific policy decisions, what they studied in the unit on the U.S.S.R., and what they have just read about policy decisions in general.)

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policy can be
Communist Chi

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eir revolutionary and ideological zeal.
ological differences affect Sino-Soviet
you account for these differences?

Jacobs and Baerwald, eds., Chinese Communism, pp. 179, 185.

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y studied in the unit on the U.S.S.R., and what
about policy decisions in general.)

An excellent summary of various influences on Chinese foreign policy can be found in Barnett, Communist China and Asia, Ch. 4.

c. Chinese leaders are probably
ideological factors than Sov
present time.

2. Like the leaders of all nations
in what they believe to be the
country. However, they attempt
interests are not in conflict b
long-range goals of Communism.

3. Like leaders of all nations, th
into consideration their percep
power and the ways in which oth
act.

4. Chinese foreign policy is based
standing historical beliefs abo
China and the superiority of th
well as by the rising tide of n
to Imperialism and what Chinese
during the 19th century.

G. Foreign policy considerations are affected by ideology, considerations of national self-interest, perceptions of power relationships between countries, expectations about how other nations will act, and domestic problems at home.

5. Like leaders in all nations, Ch
domestic matters in making fore

y considerations are
deology, considerations
elf-interest, percep-
r relationships between
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will act, and domestic
ome.

c. Chinese leaders are probably more swayed by ideological factors than Soviet leaders at the present time.

2. Like the leaders of all nations, those in China act in what they believe to be the interests of their country. However, they attempt to show that these interests are not in conflict but rather support the long-range goals of Communism.

3. Like leaders of all nations, those in China take into consideration their perceptions of national power and the ways in which other countries will act.

4. Chinese foreign policy is based in part upon long-standing historical beliefs about the importance of China and the superiority of the Chinese people as well as by the rising tide of nationalism in reaction to Imperialism and what Chinese considered insults during the 19th century.

5. Like leaders in all nations, Chinese leaders consider domestic matters in making foreign policy decisions.

30. Discuss: Do Chinese leaders seem to pay as much attention to domestic problems as do Soviet and U. S. leaders as they formulate foreign policy decisions? (Be sure to discuss reasons for students' replies to this question.)

S. Uses Reader's Guide to Periodical Literature.

S. Identifies and examines basic assumptions.

S. Evaluates information in terms of consistency, completeness of data, bias, logical arguments, and competency.

C. The U. S. has countered Chinese polic
of ways. It has used foreign economi
aid to build up allies and win suppor
countries. It has developed alliance
up its military strength. It has dev
of containment and military reactions
Communist take-overs, and it has foll
non-recognition.

D. At the present time the U. S. faces
important policy decisions in our
China. These decisions cannot be
without considering the polictical,
social systems of China; its foreign
its military strength; its present
other Communist countries; and its
developed countries of Asia.

C. The U. S. has countered Chinese policy moves in a number of ways. It has used foreign economic and military aid to build up allies and win support in other countries. It has developed alliances. It has built up its military strength. It has developed a policy of containment and military reactions to attempts at Communist take-overs, and it has followed a policy of non-recognition.

uide to Periodical

examines basic

mation in terms
completeness of
logical arguments,

D. At the present time the U. S. faces a number of important policy decisions in our relations with Red China. These decisions cannot be made intelligently without considering the polictical, economic, and social systems of China; its foreign policy motivation; its military strength; its present relations with other Communist countries; and its appeal to under-developed countries of Asia.

31. Have pupils read brief descriptions of how the U. S. has tried to meet Chinese foreign policy decisions.

Have the class list general approaches and examples under each. (Draw on discussion of specific incidents.)

Discuss: How do ideological factors mix with other factors in affecting U. S. policy decisions in our relations with Red China?

32. Have pupils list a series of specific issues which exist today between the U. S. and Red China.

In addition to cu
see Lewis, C
Crisis and C
Blum, U. S. Polic
China.

Have pupils read current articles in news magazines, magazines of opinion and pamphlets or books concerning policies which the U. S. should follow in its dealings with Red China (in general and on specific policies). Have pupils examine these articles in terms of basic assumptions of authors, competency, completeness of data, bias, and logical arguments.

33. Have pupils listen to or read excerpts from recent speeches by Congressional or administration leaders on Chinese foreign policy or on our policy toward China. Have pupils discuss these stands. They should analyze the speeches in terms of basic assumptions, consistency, completeness of data, bias, and logical arguments.

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foreign policy decisions.

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policy decisions in our relations with Red China?

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see Lewis, Communist China: Crisis and Change, pp. 51-60.
Blum, U. S. Policy Toward Communist China.

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A. IS COMMITTED TO THE FREE EXAMINATION OF SOCIAL ATTITUDES AND DATA. SEARCHES ACTIVELY FOR DIFFERENT POINTS OF VIEW AND INTERPRETATIONS.

A. SCEPTICISM OF PANACEAS.

S. Considers alternative courses of action and possible consequences of these alternatives.

S. Identifies value conflicts.

A. SCEPTICISM OF PANACEAS.

34. Have several pupils prepare written or oral mock interviews between (a) an American reporter and Red Chinese leaders, and (b) between a reporter and the U. S. Secretary of State. These interviews should deal with current issues or policies related to relations between the two countries.

35. Have a group of pupils present a mock hearing before the Senate Foreign Relations Committee on some policy issue related to Red China.

36. Have a group of students debate the question: Should the U. S. recognize Red China?

Reader's Guide
Chinese D
(Foreign
Barnett, Commu
Ch. 14.

Newman, Recogn

Current Histor

37. Or have students present a mock meeting of the U. N. General Assembly in which the debate is focussed upon whether or not Red China should be admitted to the U. N. Have each pupil be assigned to represent a specific country. He should prepare ahead of time so that he can argue as that country's representative would be likely to argue on the issue.

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Reader's Guide. Armstrong, Chinese Dilemma, pp. 48-55, (Foreign Relations booklet).

Barnett, Communist China and Asia, Ch. 14.

Newman, Recognition of Red China.

Current History, Sept., 1964.

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S. Considers alternative courses of action and possible consequences of these alternatives.

G. Foreign policy considerations are affected by ideology, considerations of national self-interest, perceptions of power relationships between countries, expectations about how other nations will act, and domestic problems at home.

S. Interprets cartoons.

S. Considers alternative courses of action and possible consequences of these alternatives.

38. Project recent American cartoons about Red China. Discuss: What do cartoonists try to get viewers to believe about Red China? How? How would such beliefs affect ideas about foreign policy?

39. Have a panel discussion on "What should be our policy toward Taiwan and the offshore islands?" Barnett, Communis
Ch. 13.

40. Discuss U. S. policy toward Viet Nam in relationship to what the Chinese might do in case of each of the alternatives we might select.

41. Remind pupils that they have already paid some attention to the rift between China and the U.S.S.R. as they studied the previous unit. They discussed briefly the question: If you were President, how would you deal with the Soviet Union in the light of this conflict? Now ask: Now that you have studied China, have you changed your minds at all? Why or why not?

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Barnett, Communist China and Asia,
Ch. 13.

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hy or why not?

S. Generalizes from data.

S. Generalizes from data.

G. Foreign policy considerations are affected by ideology, considerations of national self-interest, perceptions of power relationships between countries, expectations about how other nations will act, and domestic problems at home.

42. Discuss: Do you think China or the Soviet Union presents the greater international threat to the U. S.? Why? Do you think Chinese policies may gradually shift as China becomes more highly industrialized and as new leaders take over control of China? Why or why not?

43. Come back to the question raised at the beginning of the study of Chinese foreign relations. Discuss: Do you think that peaceful coexistence with Red China is possible? Why or why not?

44. Have pupils list a number of crisis situations related to Chinese foreign policy since 1949. Now have them try to work out a balance sheet indicating success and failure of Chinese policies in each of these cases. Remind pupils of the Soviet emphasis upon long-term goals despite immediate frustrations. Discuss: Do you think the same thing is true of Red China? Why or why not? Quote Barnett on the Chinese view of a continuing world struggle. Ask: In the light of the general Communist focus upon long-range goals and Marxian expectations about what will happen to capitalism, have you changed your mind at all about U. S. foreign policy? Do you think there is any quick way of ending the U. S. conflict with Red China? What implications do you see for the U. S. in your conclusions?

Barnett, *Communist C*
pp. 70-71.

45. Quote Barnett on the implications of Chinese policies for the U. S. in terms of trying to promote change or perserve the status quo. Discuss: Do you agree with Barnett? Why or why not?

Barnett, *Communist C*
pp. 83-84.

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Barnett, Communist China and Asia,
pp. 70-71.

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Barnett, Communist China and Asia,
pp. 83-84.

[illegible]. Considers alternative courses of action and possible consequences of these alternatives.

A. FEELS A SENSE OF RESPONSIBILITY FOR KEEPING INFORMED ABOUT CURRENT PROBLEMS.

S. Generalizes from data.

46. Now return to the possible alternative courses of broad policy action suggested by pupils during the introductory stage of this unit and again at the beginning of this study of Chinese foreign relations. Have them list other possibilities in the light of what they have now studied.

Have students examine the goals they set up at the beginning of the unit. Ask: Have you changed your minds about these goals?

Now have pupils list possible consequences of each alternative course of action. How sure are they that consequences would follow? What evidence do they have? Students should compare these possible consequences with their goals.

Finally, just as in the unit on the Soviet Union, each student should prepare a statement about which courses of action he would support and why. Then discuss their conclusions. If they differ, why do they differ? (Because of differences in goals and values or difference in predictions about consequences of different alternatives?)

47. Ask for volunteers to keep the class informed about new developments in China.

48. Give pupils a recent opinion poll about China. Do their attitudes resemble those of the American public as a whole? If not, why do they think they differ? Or give pupils some of the same questions as at the beginning of the unit. Have pupils' attitudes changed at all since the beginning of the unit. If they have, why?

49. Give a test covering all of the work on the unit. Discuss results in class.

50. Point out the class will be studying India next. What questions do they now have about India in the light of their study of China?

COMMUNIST CHINA

John Turner

Although scholars have not been able to analyze developments in Communist China with as much precision or detail as they have examined Communist Russia, the study of the Communist system in an Oriental setting is a fascinating experience for the student. In present-day China, the young scholar is able to study the impact of the Marxist-Leninist idea upon an ancient civilization, the remnants of which had continued to persist despite the inroads of "Westernism" in the coastal areas and along the main water routes. As originally conceived, Communist ideology and organizational forms were supposed to take root in industrial societies which had developed an active, "class-conscious" labor force. Contrary to the orthodox predictions of Karl Marx, however, the Chinese Communist Party rose to power in a peasant society whose heavy industrial base was largely confined to Manchuria and whose important factories had been stripped by the Russians shortly after the end of World War II.

The success of the Chinese Communists in this agrarian setting raises important questions for the inquiring student: How was it possible for the Communists to seize control of China? What features of the old traditional society have the Communist leaders been able to make use of, and what features constitute barriers to their efforts to reconstruct the social order? What c old culture have the Communists be cessfully to bring about? And, con changes in the old culture have the been forced to make in their ideolo patterns of organization by virtue o the Communist system has been tr Chinese environment? In other wo extent has orthodox Communism be and to what extent has the "old Chi munized"? Definitive answers to s questions may not be forthcoming f years yet, but it is nevertheless im keep an eye open for any trends tha veloping.

Traditional Institutions and Pr

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titute barriers to their efforts to reconstruct the social order? What changes in the old culture have the Communists been able successfully to bring about? And, conversely, what changes in the old culture have the Communists been forced to make in their ideology and in their patterns of organization by virtue of the fact that the Communist system has been transplanted in a Chinese environment? In other words, to what extent has orthodox Communism been "Sinified" and to what extent has the "old China" been "Communized"? Definitive answers to some of these questions may not be forthcoming for several years yet, but it is nevertheless important to keep an eye open for any trends that may be developing.

Traditional Institutions and Problems

It is essential that the student be given at least a brief glimpse of "traditional" China, for the civilization of China is very old, extending back for many centuries before the birth of Christ. Indeed, many of the problems now confronting the Communists--for example, the development of agriculture--are problems that Chinese dynasties have been wrestling with for hundreds of years. Moreover, a number of the social institutions and behavioral patterns that were deeply woven into the social fabric of

China, providing strong threads of continuity for the various imperial regimes, have been severely attacked by the Communists who seek to impose new methods of social control and to push the country to higher levels of industrialization and modernization.

At the local level ordinary citizens, who eked out an existence by intensively cultivating their tiny plots of land, were closely tied to the family system. The leaders of the family or class were responsible for the behavior of individual members, punishing them for their misdeeds and taking care of them during times of need. Similarly, organizations of merchants (called guilds) established and enforced the rules of commerce within the towns and cities. Hence, several important functions (such as punishment for wrongdoing, welfare activities, and the regulation of business transactions) that in many societies are ordinarily performed by government were carried out by other social institutions, especially the family and the guilds. Heavy reliance upon these institutions meant that when their influence became somewhat eroded by the forces of social change, the government needed to take over these functions. But, as we shall see, when these important institutions were weakened, China entered a long period of political chaos, and the central government was never strong enough or stable enough to perform these functions adequately, and disorder tended
to prevail, with political power eventuall
ing into the hands of local "warlords," m
whom were primarily interested in pers
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For centuries until 1911, the governn
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For centuries until 1911, the government of China was a monarchy under the rule of an emperor. Theoretically all-powerful, the emperor appointed his advisers to the throne and often enunciated major policies on his own. To carry out these policies he established a huge bureaucracy which extended far down into the local districts and which was recruited from the members of the "gentry" class who had managed to pass the civil service examinations. These "scholar-officials" were a prestigious group, and to become a government official was the goal of many individuals.

The political system of imperial China was reinforced and sanctified by the prevailing ideology of the society, important elements of which were provided by Confucianism. It had long been assumed that the emperor governed under the "mandate of heaven"--that the monarch ruled under the authority of the diety above, and that so long as he enjoyed this mandate, ordinary citizens were obligated to obey his commands. According to Confucian doctrine, only those individuals with ability were entitled to participate in government administration, and the civil service examination was really a test of knowledge about the Confucian classics. This meant that the ruling elite had been thoroughly indoctrinated in the tenets of Confucianism during the long period of preparation for the examinations.

In reality, of course, the emperor was limited in his ability to govern for several reasons: (1) China embraces a huge territory--a fact that has also created difficulty for the Communists--and it often took many months for imperial decrees to be communicated to the remote provinces. (2) In a society that tended to respect the past, the monarch was bound to pay heed to the edicts of his predecessors; indeed, for him to institute policies making demands upon his people that drastically violated custom ran the risk of inciting popular rebellion. (3) It was assumed that the central government would assist in the building of important irrigation works and would provide relief from floods and famines--but beyond these responsibilities the central government was not expected to intervene in regulating the lives of ordinary people. (4) Confucian doctrine stipulated that when a ruler was "moral," Chinese citizens would immediately recognize his merit and would voluntarily obey his will, but when he resorted to the use of force, this was an admission that he had suffered a decline in virtue and was governing in an immoral way. (5) When conditions in the state grew adverse -- when, for example, the people were afflicted by floods, famine, or excessive ness -- this was a sign that his manda wearing thin; under these circumstanc people were entitled to rebel against hi

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This built-in right of rebellion was a conspicuous feature of governance in traditional China, and over the centuries there emerged a pattern of dynasties being weakened by popular unrest and eventually being overturned by rivals for the throne. When this happened, however, the monarchical system itself was seldom called into question, and the changes resulted merely in the replacement of one dynasty by another. Not until the revolution of 1911, which was engineered by Dr. Sun Yat-sen, was the monarchy abolished and an entirely new system in the form of a "republic" established.

In the traditional society of China, an hierarchy of social classes was clearly visible. At the top of the social ladder were the emperor and his fellow-clansmen, who were known as the imperial nobility. Below them were the revered gentry, from the ranks of whom the government administrators and advisers were drawn. Then came the peasants, constituting the bulk of the population, who were respected because they contributed to the productivity of the country and were the chief taxpayers. Below the peasants were the artisans and merchants who were regarded with suspicion because they were not visibly productive, pouring their energies into the search for profit through the sale and exchange of goods. At the bottom of the social scale were the soldiers who were ranked little higher than the castoffs of the society, reflecting the lowly role assigned to the use of force in the system. This social breakdown is important to recognize for two reasons: (1) The inferior status of the merchants prompted them to make their fortunes quickly and then to move out of the merchant class if they could -- a development that tended to inhibit economic development in old China. (2) In the political chaos that ensued after the middle of the nineteenth century, there came to be greater reliance upon force in the society, and the specialists in force (soldiers) began to rise in the social scale. At the same time the scholars came to play less of a role in governing the system.

Despite the existence of clearly differentiated social classes, traditional China was a relatively fluid society. In other words, it was possible for particular individuals and families to rise in the social order. Since "merit" in the Confucian scheme was not the monopoly of special castes, an individual who exhibited talent and who had managed to secure enough education in the classics to pass the government examination was able to enter into gentry status and possibly to secure a post in the state administration. Indeed, it was the aim of many merchants to accumulate sufficient money in commerce to purchase land and to educate themselves or their
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Throughout her long history, China was recognized by her neighbors as having a superior civilization, which was indeed highly advanced for its day. When an alien dynasty seized the Chinese throne, it tended to adopt Chinese ways and to rule through Chinese institutions. Smaller countries adjacent to China recognized her superiority by becoming her "suzerains" and by offering "tribute" to the emperor. Under these circumstances, the Chinese rulers tended to develop a superiority complex in their dealings with other nations. They looked upon their country as the "hub of the universe," and such an outlook made them blind to the power of Western nations, which, beginning in the 1840's, imposed upon China a series of "unequal treaties" -- a development that led to important changes in the traditional society.

In summary, then, as the traditional society began to disintegrate under the impact of "modern" forces, it left a legacy of institutions, attitudes, and expectations that succeeding rulers would have to recognize and deal with. Among these were the following:

1. A strong guild system and a strong family system, which performed important functions of social control, thereby relieving the government of some of its burdens. These institutions also entangled the individual in a network of reciprocal obligations which often resulted in nepotism and other forms of kinship behavior.

2. The expectation that the central government would assist in the development of irrigation facilities and would provide relief for the victims of natural disasters, but that it would not make excessive demands upon its citizens or intervene in their lives contrary to established customs. When government policies exceeded the anticipated limits, the affected individuals tended to engage in evasions of the law and passive resistance.

3. The assumption that an effective, legitimate government was a moral government and did not need to rely extensively upon force to achieve its objectives. Resort to force was believed to be an indication that a ruler had suffered a loss of moral virtue and was losing his right to govern.

4. A strong tradition of rebellion against a regime that was not living up to expectations.

5. Strong feelings of cultural (but n
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5. Strong feelings of cultural (but not political) nationalism -- a widespread belief among the elite that Chinese institutions were superior to those of other countries and that the representatives of other states should humbly recognize this superiority.

In addition to the above factors, there were other important components of the system of rule in traditional China:

1. A recognition of the difference between the members of the elite who comprised the sprawling state bureaucracy, and the mass of ordinary citizens who were governed by them.

2. An official state ideology which was all-embracing in its outlook and which reinforced the existing system of government.

3. A strong emphasis upon the group, especially the family, and upon the obligations of an individual toward the group.

China in Transition: The Descent into Chaos

It is desirable for the young student to be introduced, at least sketchily, to the problems that faced China in the century from 1845 to 1945. During this period many of China's traditional institutions began to disintegrate; the monarchy was weakened, and in 1911 it was replaced by a republic, which proved to be ineffective and unable to carry out the minimal functions ordinarily expected of the central government; the country became the victim of Western and Japanese imperialism, which added further to the internal chaos and stimulated the forces of Chinese nationalism. It was in such a milieu that the Chinese Communist Party was born, and from the beginning its environment affected its policies and tactics, making it somewhat different from its Russian counterpart during comparable stages of development.

Increased contact with the West followed in the wake of the "unequal treaties" which granted rights and privileges to certain Western powers and later to Japan. As a result of economic concession, foreigners began to erect factories and to engage in a variety of commercial activities. This meant that nationalists often focused their attention upon foreign-owned enterprises and instituted boycotts against them. Moreover, some of the native handicraft industries found it increasingly difficult to compete with the commodities of mass production. In addition, improved methods of transportation, coupled with the attraction of factory employment for people who now needed jobs, encouraged greater mobility among people in certain geographic areas, with the result that family ties tended to become weakened and traditional social institutions became less effective in their function of social control.

Unfortunately, however, the central government was unable to extend its control over the
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provinces at a time when important changes were taking place in China. The Manchu regime was undergoing serious decline -- a trend that was accentuated in the 1850's by the famous Taiping rebellion. This movement, which reflected peculiarly foreign religious influence and primitive forms of socialism, managed to establish itself in the southern half of China for more than a decade. Thus, during this period China had two governments, and the monarchy, faced with a military challenge to its authority and unable to tap its regular sources of revenue in the south, became seriously weakened. This chaos was exacerbated by later disturbances and by continuing demands by foreign nations, and the ordinary functions of government tended to fall into the hands of local political and military leaders, reducing further the influence of the central government. From this point onward, China was inclined to become "regionalized," and later regimes experienced great difficulty in trying to reunify the country. Indeed, for much of the period, China had two governments.

During the last quarter of the nineteenth century, when it had become clear that China was not powerful enough to resist the demands of the foreign powers, some Chinese leaders began to agitate for reform in an effort to stem the tide. This was reflected in such developments as the "Hundred Days Reform" of 1898. Important groups in China, however, were by no means agreed upon the nature and direction of reform. Some pushed for full-fledged reform, rejecting much of China's traditional past, others were interested in introducing Western technology and forms into China but rejected Western values; and still others tended to turn their backs upon everything Western, preferring to hang on to traditional modes and values.

After a promising start, the reforms of 1898 were resisted by powerful influences at the court, and there followed an era of reaction, culminating in the Boxer Rebellion (1900). This represented the nadir of China's fortunes in the international field, and during the next decade the monarchy set about to recoup its fortunes by instituting reforms in government and education. In 1905, the examination system for the civil service was abolished -- the final blow to a system that had been in decline for several decades, weakened by the purchase of office occasioned by the emperor's need for more revenue to replace that of the provinces which had fallen from his control. Some of the new reforms aimed at greater centralization of government, and these were resisted by local leaders who had grown used to exercising political and economic power on their own.

The concession granted by the monarchy merely whetted the appetite of certain groups whose leaders began to press for a complete change in the form of government. Large numbers of young people had been educated overseas where they had come into contact with revolutionary leaders, and in their short training programs they had been introduced to Western political ideas. Some of these people developed a fascination for democratic modes and

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institutions, and they entertained high expectations for their introduction into China, without having given much thought to how they might be adapted to an Oriental environment. To many of these people the reform of the monarchy was not drastic enough. Their taste for Western institutions, combined with the lack of opportunity for them to employ their talents at home, made them a frustrated intelligentsia, willing to undertake revolution for the establishment of a republic.

Many provincial leaders, who were more anti-Manchu than pro-republican, nevertheless came to the support of the republican cause, which was spearheaded by Dr. Sun and his revolutionary society, the Koumintang. After a period of military skirmishing, intrigue, and delicate negotiations, the monarchy collapsed, and the rebels set up a republic. This revolution, then, differed from those in past centuries by changing the entire system of government. No longer was there to be an emperor who symbolized the cultural unity of the nation and served as a benevolent father to his subject-children. As was to be expected, many of the groups that had supported the revolution were not in agreement with Dr. Sun on the type of regime that was to be established. From 1911 to 1928, there was considerable wrangling over the writing and adoption of a constitution, the division of authority between the executive and legislative branches of government, and the balance of power between the central government and the provinces. During this period, one military leader tried to convert his office as president into a new imperial throne, and when this proved to be unsuccessful, changing coalitions of warlords alternatively seized control of the government at Peking, using their posts as instruments for personal gain. Early in the power struggle, Sun and other leaders of the Kuomintang were forced out of the government, and they returned to the south where they set up an unsteady government of their own.

It was in the midst of this revolutionary fervor and political uncertainty that the Chinese Communist Party was born shortly after the end of World War I. At its inception a floundering movement that attracted anarchists and other brands of malcontents, the Party was founded and led by members of the middle class who regarded Lenin's analysis of imperialism as an adequate explanation of China's predicament. To them China was being exploited by foreigners whose power must be broken. Thus, to the anti-capitalism inherent in Marxism-Leninism was added the virulent dimension of nationalism, since many capitalists in China were non-Chinese.

When Sun Yat-sen lost out in his struggle for control of the republic, he approached several Western nations for technical assistance and military equipment. Failing in this effort, he turned to the Soviet Union, which also needed recognition and which had formulated plans to bring China within the orbit of its control. After the USSR had negotiated with Sun, the international Communist movement (Comintern) sent advisers and other forms of aid to the Kuomintang. These agents
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helped to build up a military academy (under the direction of a young military leader by the name of Chiang K'ai-Shek), and they set about to reorganize the Kuomintang along Communist lines. Individual Chinese Communists were ordered to become members of Sun's party, and although Sun expected them to forego Communist discipline, they in fact kept their organizational lines intact, taking advantage of their new respectability to organize peasants' associations and other groups at the "rice roots" level. The Chinese Communist Party leadership had at first resisted joining the Kuomintang, but pressure from the Soviet Union and the Comintern eventually wore down their resistance, and they entered the Party under official orders.

As it turned out, the Chinese Communist Party usually suffered serious setbacks when it followed the instructions of the international Communist movement. In 1926-1927, for example, Chiang K'ai-Shek, who had come into prominence after Sun's death, instituted two purges against the Communists, shattering the organization. In the following years, the native Communist Party was ordered to instigate rebellion in designated cities, and these activities usually ended in failure with loss to the organization. The costs of Soviet self-interest during this period help to account for the present-day opposition of Chinese Communists to aspects of Soviet foreign policy, which often supports national bourgeois regimes at the expense of the local Communist parties.

By 1928, China had become nominally united under the leadership of Chiang K'ai-shek. In reality, however, warlords still dominated certain provinces in the country, and the Communists continued to make sporadic raids on some of the cities. Despite these difficulties, however, the Chiang regime set about to improve the welfare of the Chinese state by introducing important reforms and by negotiating changes in the unequal treaties. But the new Nationalist government had little time to devote to widespread reform, for in 1931 the Japanese invaded Manchuria, and from 1931 until the Communist takeover, Chiang and his lieutenants were engaged in intermittent warfare, either with the Japanese or with their Communist challengers. Understandably enough, domestic conditions deteriorated during this long period, for the government was hardly in a position to carry out the responsibilities expected of it; indeed, it often resorted to harsh measures in order to build up its armies and to collect revenue to finance its military operations.

In considering the rise of Communism in China, the student must recognize that while many Communists were meeting with disaster by following the instructions handed down by the Comintern, other Red Chinese leaders, working with Mao Tse-Tung, were achieving much greater success in organizing the peasants, especially at harvest time. These organizational accomplishments could not long be ignored by the Russians and their agents in the International movement, and eventually Mao and his colleagues received the official blessing of the Con
early 1930's, they managed to establis
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tually Mao and his colleagues received the official blessing of the Comintern. In the early 1930's, they managed to establish a Chinese Soviet Republic in the southeastern part of the country, and this government posed a direct challenge to the Nationalist regime.

Although Chiang had attempted sporadically to root out the Communist enemies, his crusade assumed whirlwind proportions in 1934, during a lull in the Japanese war. The Nationalists threw a blockade around much of the Sovietized area, and for a time it appeared as though the Nationalist regime would be successful in bringing the Communist rebels to their knees. But the Communists succeeded in breaking through the weaker sections of the blockade, and then commenced the famous "Long March," eventually reestablishing their government in the northeast, where they were in good geographical position to extend their controls when the Japanese surrendered and to engage Chiang's troops in the civil war.

In sum, the transitional period in China saw a number of important changes which influenced the struggle for power in China. Among these were the following:

1. Increased contact with the Western nations speeded up the process of modernization and helped to promote the disintegration of traditional institutions in parts of China. Handicraft industries began to give way to new industrial establishments, and greater mobility in some sections of the country, as well as the inroads of new ideas and values, precip-

itated the weakening of kinship relations and the guild system.

2. The monarchy was crippled by the demands of foreign nations and by a series of internal disturbances. During this difficult period, power tended to shift to the provinces, and after the revolution the newly established government fell prey to warlords and adventurers. Under these circumstances, the central government, often challenged by the existence of a rival government in its territory, was not strong enough to unify the country and to assume the functions that could no longer be performed by traditional social structures.

3. Accustomed to regarding itself as the hub of the universe and to assuming a superior attitude in international dealings, China was humiliated by the imposition of the unequal treaties. This development stimulated the growth of political nationalism in China and created a desire to build a strong nation in order to cast off the foreign concessions. The question of how this could best be done, however, generated sharp divisions among the intelligentsia, and China was unable to face its problems with the unity that generally characterized Japan.

4. The Chinese Communist Party was formed at the height of this new nationalism, and, in contrast with the Russian Communist Party, it tended to be more nationalist in its outlook, taking note of the fact that many of its capitalist enemies were foreigners.

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5. After an unsuccessful period of collaboration with the Kuomintang --forced upon them by Soviet policies-- some Chinese Communist leaders began to work with the peasants, and they succeeded in establishing a Communist government on Chinese soil. Thus, in contrast with the Russian Communists, the Chinese Communists had more than a decade of experience in governing a limited territory before they assumed control of all of China. This experience tended to give them a sense of "what was possible" and to encourage them to temper their policies in the ice bath of pragmatism.

6. The "Long March" was a test of Communist loyalty and dedication, for the experience was hazardous and the drop-out rate was high. The distinction between "Party organizer" and "military leader" was blurred, and this helps to account for the fact that, again in contrast with Russia, the military establishment is more highly represented today in the top decision-making bodies of the Chinese Communist system. Moreover, the veterans of the Long March have remained a relatively stable and cohesive (though aging) group, and they continue to have a dominant voice in the present Communist government.

The Communist Takeover

In analyzing the successful takeover of a government by a totalitarian party, it is necessary to observe how a highly disciplined movement is able to take advantage of the "crisis situation." What is distinctive about the Chinese case, however, is the fact that the crisis situation extended over a very long period, though deepening and growing more serious from time to time and reaching disastrous proportions in the aftermath of World War II.

In introducing the student to the complex Chinese puzzle during this period, the instructor should note the difficult problems faced by the Nationalists, and, conversely, the strategic advantages seized upon by the Communists.

Even though China was only nominally unified under Chiang K'ai-shek, who had to take account of powerful local leaders in some provinces, his regime was recognized as being the government of the country, and for this reason it was blamed for whatever went wrong. And, because of wartime and domestic pressures, the government was hardly in a position to devote its full attention to agricultural reform, flood control, and public relief. Indeed, when he was forced to move his capital farther inland and after the Japanese had taken control of many cities, thus depriving his government of ordinary customs revenue, he sought to increase tax levies upon the peasants and he became more and more dependent upon the landlords and the countryside. Moreover, since Chiang's regime was the government, it was the agency that was able to make civil service appointments and thus it tended to attract the "careerists," while the idealists" and "reformers" were inclined to transfer their allegiance elsewhere. In addition, Chi
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e inclined to transfer their allegiance elsewhere. In addition, Chiang's appeals to the nationalist sentiments of the politically conscious grew less effective, since the Japanese were making inroads upon Chinese territory during his administration, and he was becoming increasingly dependent upon his foreign ally, the United States, for assistance. Under these conditions, the social base of Chiang's regime tended to narrow, and after the war mounting inflation weakened and alienated some of the propertied classes that ordinarily supported him.

The Communists, on the other hand, were not yet part of the official government of China, and they could afford to be irresponsible in their policies and appeals. While Chiang was drawing more closely to the Landlords, the Communist leaders sought to appeal to the peasants with programs of agricultural reform, being careful not to stress collectivization at this stage and even handling the moderately well-off peasants with restraint. Whereas Chiang's regime tended to attract the people interested in personal advancement, some of the people who were initially attracted to Mao and his group were somewhat more devoted to the cause of "reform." Moreover, the Communists appealed to Chinese nationalism, urging that the Japanese be driven from their country. This, of course, was a policy in harmony with Soviet interests, and the fact that the Chinese Communists were also allied with a foreign power did not dull the effectiveness of their nationalist appeals, since such an alliance was more hidden from public view than was Chiang's association with the United States.

Thus, during the two decades of Nationalist rule, there came to be a polarization of political forces in China between Chiang and his group on the one hand and the Chinese Communists on the other. Unfortunately for China, the parties that existed in the middle were small, disunited, and weak, lacking an adequate mass base.

The student should spend a little time examining the actual takeover by the Communists, beginning with the Japanese surrender. Here he should note such considerations as: (1) the geographical position of the Communists and Chiang's troops; (2) the assistance given to the Communists by the Russians and the role of the United States in aiding Chiang to get his troops up north; (3) Chiang's understandable desire to occupy North China and to seize Manchuria simultaneously --a policy that American military advisers tended to oppose, since it was likely to spread Chiang's troops thinly over a wide front; (4) the rapidity with which the Communists as a disciplined force were able to hit Chiang's lines at their weakest points and to make spectacular military gains; and (5) the apathetic attitude of the Chinese people when the Communists marched into the cities.

It should be emphasized that China had been virtually in a state of war since 1931, and that the burden of carrying on the wartime struggles was the most strategic variable in accounting for Chiang's decline, an observation that Chiang himself made in 1965.

The Communist System

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The Communist System

By this time the student should have some notion of the problems that have confronted China for decades or even centuries, and how such problems as "decentralization," the traditional passivity of the masses, and popular resentment against unwarranted intervention by the central government might present some difficulties for the Chinese Communists. He should also be aware of the possibility that certain features of old China will not serve as obstacles to the Chinese Communists. China, for example, has long been used to government by an elite, and although the nature of the traditional elite differed markedly from that of the Communist system, it was nevertheless an elite. And whereas the old elite memorized the Confucian classics, the present-day administrators are schooled in the classics of Marxism-Leninism. Then, too, the official ideology of Confucianism was an all-embracing philosophy directly tied to the institutions of statecraft --and today the official ideology of Communism is fitted into this role. It should also be observed that the individual in China was for ages subordinated to the group, so that China did not develop strong notions of individualism in the Western sense of the term. Today in China the role of the individual is also deemphasized; presumably he realizes his freedom by absorbing himself in the group, through his membership in the working class generally and in his small study group or work brigade specifically.

It is assumed, of course, that the student will do some general reading about the formal structures of the Party, the government, the economy, the trade unions, etc. He must have a working knowledge, easily obtainable, of these structures if he is to advance to an understanding of the more sophisticated inner workings of the Communist system.

In turning more specifically to the Chinese Communist system, the student should begin by an analysis of the Communist Party, which is the central mechanism of the dictatorship meshing with all the gears that control the operation of the important social formations. Formal Party structure aside, the student should note how the Party has rapidly increased in size since 1945. Although still an elitist organization embracing only about 2 percent of the population, it is the largest Communist Party in the world, and its rapid growth may be explained in part by the need for cadres to direct political, social, and economic activities. Such rapid expansion, of course, creates problems for the new regime, for it is now responsible for assigning personnel to administrative posts in the Party, the government, the economy and other areas of life, and is thus likely to attract the "careerists" as well as "idealists." The problem is not only one of seeking administrators who will be loyal, but also of securing people who are competent to perform in their roles. Here the low educational level of the population --a legacy of the past-- presents obvious difficulties.

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After the student has glanced at the membership of the Party --its size and composition and the problems involved-- and he turns to an analysis of the Communist elite, he will recognize two distinct groups: (1) the older group, chiefly veterans of the Long March who have been active in the Party from the beginning and who occupy strategic posts in the organization; and (2) a younger group the members of which were elevated to positions in the central organs of the Party in the 1950's. Here one can detect personal and regional ties, as well as marked differences in background and training. The members of the first group are getting older (many of them are in their late sixties, and some in their early seventies), but, even so, Mao's death is likely to result in a transfer of power to a colleague in this group. Because of the high age-bracket of this category, however, Mao's successor will probably not be able to rule for very long, and his successor will very likely have to come from the ranks of the second group unless there has been a wholesale purge in the meantime. Studies of leadership, though somewhat limited in pluralistic societies, have important value in a totalitarian system, since major decisions affecting the entire state rest in the hands of a very small group. (In pluralistic societies there are many more elite groups to study.)

After completing an analysis of the Party structure, its membership, and its leadership, the student should focus upon the crucial study of the mechanisms and techniques of Communist control. For the purpose of convenience in analysis, these may be grouped together in the following categories:

1. *Structural Controls.* The Party, the government, and other structures in the system are organized under the principles of democratic centralism. For all practical purposes, this means that once a decision has been reached, the minority must give way to the will of the majority, and that the decisions of an organ higher in the hierarchical scale are binding upon lower agencies. Apart from democratic centralism, it should also be noted that the structures of the government, the trade unions, cultural societies, and other social formations parallel that of the Party and gear into the Party structure at each echelon. The experience of this writer in teaching about totalitarian government suggests that the student will tend to become confused by the Party structure and the structures of government since the Party is the motive force behind the government and will appear to him to make all of the decisions anyway. It is well to separate these two structures for analytical purposes, indicating to the student that policy decisions are made by top organs of the Party, but that certain decisions are then legitimized by being transformed into law through the government machinery.

2. *Personal Controls.* The Communists have developed a system of duplicating personnel, under which the top leaders of the
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3. Control through Physical Coercion. Every totalitarian regime has at its command a number of hierarchies that are primarily concerned with ferreting out and punishing individuals who violate the official norms of the Communist order. These include the police, the army, judicial officials, and designated agencies within the Party organization. One should probably also include the institution of the purge and the system of forced labor in this category. Although the purge has been used in China, it has not yet been employed as much as it has in Russia.

4. Control through Persuasion. No regime can rely entirely upon the use of physical force, for this strains social bonds and is likely to endanger the existence of the social order. A government, even in a totalitarian system, seeks to win popular acceptance and to generate a higher level of consensus so that resort to physical coercion will become less necessary. The Chinese Communists have gone to great

lengths in introducing programs of intensive indoctrination in the schools, factories, and other institutions, and they have made a special effort to extend their control over the arts. The students' attention should be called to the use of the "study group" and other small units as instruments of social control, for in these institutions the individual is subjected to the controlled pressure exerted by his peers, a very efficient method of encouraging him to conform. In contrast with the popular apathy that characterized old China, the Communists emphasize mass participation in sutdy groups, self-criticism sessions, and huge demonstrations; the assumption is that those who do not enthusiastically and actively support the regime are its potential enemies. This mass fervor, of course, presents the image of an energetic society moving rapidly toward its objectives, and when his neighbors appear to be enthusiastic supporters of the system, an individual who harbors doubts is understandably inclined to keep them to himself. The Chinese Communists have also embarked upon campaigns to stamp out illiteracy, but even this can be a technique of control, since people who learn the rudiments of reading become more vulnerable to the regime's propaganda effort. Also of importance in encouraging people to do what is expected of them is the incentive system, under which an individual is rewarded in accordance with his performance on the job.

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5. Sociological Controls. Since the Communist Party makes job assignments and dispenses patronage, membership in the organization becomes the main avenue to personal success in the system. This means that the Party tends to attract the most creative, ambitious, and energetic individuals in the society. By recruiting such elements, the Party develops a near monopoly of the best talent available, and is thus able to put these important skills to work in behalf of the regime. By the same token, potential opposition groups are deprived of their natural leadership -- the kind of leadership they would need in order to make their opposition effective.

Time will probably not permit a detailed analysis of the social and economic policies of the Chinese Communists, but, in addition to those that have already been mentioned peripherally, three policies deserve special mention. Some of these policies, it should be noted, have been characterized by a high degree of pragmatism.

1. When the Communists first came to power, they emphasized the "New Democracy" stage of development. In contrast with the Russian scene, the government during this stage was to be a "coalition" of the Communists and the "progressive" classes. The latter

group consisted of bourgeois, peasant, and other social elements which professed loyalty to the Communist cause and accepted without question the leadership of the Party. This policy of coalition was designed to win popular support and to present an image of the Communists as a relatively moderate regime. The period of the "New Democracy" proved to be much shorter than had originally been anticipated, and although coalition parties still exist, they have no independent influence, serving mainly as window dressing and as the regime's agents in reaching certain segments of the population.

2. The Chinese Communists have, with only limited success, attempted to weaken the family system. They are interested in rooting out this remnant of the past for several reasons: family loyalties tend to involve an individual in a network of social obligations, often resulting in nepotistic behavior, which are rarely conducive to efficiency in administration; in old China the family was one of the main institutions of socialization, passing on ancient traditions and values (including religion) from one generation to the next -- a situation that is not attractive to the Communists who are interested in breaking with the past; the family has traditionally been a social welfare institution, and the Communists desire to have the state perform this function; and finally, the bonds of family loyalty have ordinarily been very strong, and the Communists prefer not to have an age-old institution
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still exist, they have no inde-
e, serving mainly as window
the regime's agents in reaching
of the population.

ese Communists have, with only
, attempted to weaken the family
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ast for several reasons: fam-
l to involve an individual in a
l obligations, often resulting in
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administration; in old China the
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elfare institution, and the Com-
to have the state perform this
ally, the bonds of family loyalty
been very strong, and the Com-
not to have an age-old institution compete with them for the loyalty of individuals. The regime, however, has experienced great difficulty in seeking to destroy a family system that is so deeply rooted in the culture. The establishment of the communes made sharp attacks upon the Chinese family, but eventually the Communists had to make some concessions.

3. The student will probably want to devote some attention to the economic policies of the Chinese Communists, who are desperately pushing to make their country an industrial power. Given the present level of modern technology in the world, the Chinese are not blessed with abundant natural resources. For them to get the necessary ingredients for investment, they must either get help from some external source, or they must develop their agriculture in order to secure a surplus -- or they must do both of these things. Although the Chinese Communists looked at first to the Soviet Union for assistance, the aid they received was never sufficient, and as a result of the recent split between the two Communist powers even this aid has stopped. In their attempts to control agriculture and to drain a surplus from the peasants, the regime has moved through a series of stages, each of which was accomplished quickly after it was begun. These stages have included: mutual aid teams; cooperativization; collectivization; and finally, the communes. In addition to other objectives, the communes were designed to provide a reservoir of labor when it

was normally not being used during the non-harvest season. It it interesting to note that the Communists, despite their program of large-scale organization, have emphasized (as in traditional China) the intensive cultivation of the land with the use of manual labor. This policy stems, of course, from the abundant labor supply and the shortage of farm machinery.

In concluding his study of Communist China, the student may be interested in glancing at a few of the important problems facing the regime, some of which will have appeared earlier in the analysis. Sketchily drawn out, these include the following:

1. The paucity of natural resources and heavy dependence upon agriculture--a problem that is exacerbated by the high birth rate in the rural areas. Will it be possible for the Communists to mobilize their resources adequately in order to industrialize their country and still keep the economy in balance?

2. Will the Communists be able to strike a balance between the responsibilities of the central government and the needs of people and the imperatives of administration in the provinces? Will they be able relatively soon to develop an efficient administrative mechanism capable of governing a large territory, and to staff it with properly trained people who are able to resist the personal obligation
upon them by the traditional culture?

3. Will they be able to cope effec
the passive resistance they are likely
ter, especially in the rural areas wh
peasants have had long experience in
edicts of the central authorities?

4. As a society begins to industr
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5. A totalitarian system usually
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3. Will they be able to cope effectively with the passive resistance they are likely to encounter, especially in the rural areas where the peasants have had long experience in evading the edicts of the central authorities?

4. As a society begins to industrialize, important forces for change are set in motion, and simply because the government happens to be Communist does not mean that the society is invulnerable to changes that have transpired in other industrial countries. As the system matures, tasks grow more complex and a need develops for highly trained specialists, many of whom require a measure of autonomy in order to perform adequately in their roles. This, of course, raises problems for a totalitarian system where leading Party officials are torn between a desire to hang on to their political authority and the need to employ the skills of specialists in the making of complex decisions, especially in the economic and military areas.

5. A totalitarian system usually does not develop formal institutions for the peaceful transfer of authority from one regime to the next. This means that a power struggle usually ensues--a struggle that can be very costly for the system.

In China there has not yet arisen the need to transfer power, but the problem is likely to arise once, and possibly even twice, within the foreseeable future. Whether China will be able to handle the problem more effectively than the Soviet Union has done is a question that remains for the future. It should be observed, however, that the military establishment occupies a more prominent place in the Chinese Party than it does in the Russian, and this fact may complicate any struggle for power.

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